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Day's Standard Shorthand



Class Z 56

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DAY'S STANDARD SHORTHAND

A PHONETIC AND JOINED VOWEL SYSTEM OF SHORTHAND
SO ARRANGED THAT ANY NUMBER OF VOWELS CAN
BE OMITTED AT THE OPTION OF THE WRITER

Unequalled Speed with Legibility

FOR SELF INSTRUCTION AND FOR USE IN
SCHOOLS AND COLLEGES

—BY—

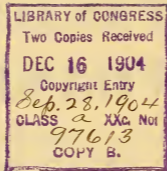
ALFRED DAY

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PREFACE.

There are practically but two systems of shorthand in general use today; the Pitmanic with its disjoined dots and dashes to represent vowels, and which are seldom expressed, and the more modern system of joined vowels.

There are many authors of the former, or rather those who have made some change or slight modification of the original Isaac Pitman system, among them being Ben Pitman, Graham, Munson, Longley, Osgoodby, Burnz, Dement, Barnes, Moran, Brown, Torrey, Stein, Davis, Searcy, Day (the author's Complete Shorthand Manual), and several others. The only claim that these authors can consistently make is in the arrangement of the text-book, a few modifications and additional lists of word-signs. As a text-book some are better than others by reason of the manner in which the principles are presented; one author saying of another "It is not a fit book to put into the hands of a student;" still, from this same book many have become excellent writers.

The system of disjoined vowels, compared with that of joined, is more generally used at the present time for the reason that it has been before the public longer, but the latter is rapidly gaining in numbers, and by reason of the constant improvements that are being made, its greater legibility, time required to learn the principles and attain sufficient speed for reporting purposes, it is being introduced into hundreds of schools formerly using some one of the Pitmanic systems.

Among the authors of joined vowels are the following: Malone, Paterson, Pernin, Gregg and Mosher; the alphabet of the first two are the same, also the last two; Pernin uses vertical and left oblique strokes, and all are light line systems. Unlike the Pitmanic systems, the authors of joined vowels are not all agreed as to the alphabet, either as to consonants or vowels, or the abbreviating principles which are essential and necessary in every system.

At first it was claimed that one slope, one position, and light lines to represent the consonants was the best, was the view taken by the author, and upon this principle published his *New American Shorthand*, a very satisfactory work as proven by the result in the classroom. About this time we began to test the correctness of the principle that a double length stroke to express a letter could be more easily and quickly written than by making that letter half its former length and shaded. It was quickly demonstrated that a shaded stroke was more quickly written and we discarded that principal and distinguished the pairs of consonants by shaded lines; this also gave opportunity for positional writing, thus greatly increasing legibility and speed by reason of an additional number of "consonant diphthongs," as well as an increase in the number of word-signs readily distinguished by position.

To make this change necessitated the bringing out of a new text-book, and which we named *Day's Modern Shorthand*, a book which could have been properly designated as a revision of the *New American*. No attempt was made to bring either of the books before the public, either by advertising or otherwise; being used exclusively in the author's own school. The result was gratifying beyond anything we had anticipated, and we were led to investigate still further along the line of additional abbreviating principles for the attainment of speed and legibility,

the result of the investigation was the method of expressing double consonants, consonants and vowels, and an increase in the number of syllables, all of which can be written with one movement of the pen, and presented in the author's new work *Day's Standard Shorthand*.

Distinguishing the position of words by the first vowel, and writing in position words of one and two consonants, or longer words of longer outlines by well defined rules, makes the system as legible as longhand. The vowels need not necessarily be written; this is left entirely with the writer, vowels being inserted only when legibility would seem to require or easier joinings secured.

The method of learning the word-signs was never before presented in any text-book on shorthand, making this part of the student's work a mere pastime instead of a task to be dreaded.

The nomenclature following each illustrative word and word-sign is a great help in quickly fixing in mind the outline for words.

We do not claim to be the author of the only system of joined vowels, but do claim that we have made the best use of shorthand material, presenting a system that is the most easily written, most quickly learned, most legible, and meets all the demands of the amanuensis, law, and general reporter.

Separate from the Manual, but considered a part of it, are the following Aids and Helps to be used by the learner in the study of *Day's Standard Shorthand*:

The Student's Assistant and Suggester, consisting of remarks to the learner, extended notes on each lesson, a "heart to heart talk," as an enthusiastic pupil expressed it. They are words of encouragement at the very beginning of the study, and in such plain language—language that would hardly be suitable for a text-book, that the dullest pupil cannot fail in comprehending every principle presented. The

remarks are a source of encouragement and inspiration in the work as each advanced lesson is taken up.

The Copy-book is 8 x 11 inches, containing all the writing exercises, the single words in column, with nomenclature, and the sentence matter across the page with several blank lines below which are to be filled in after the lesson has been corrected. Remarks and directions for use precede each lesson.

Ten Advanced Lessons to be used after finishing the Manual. These lessons are in shorthand, with key, explanatory and notes of reference, the matter consisting of correspondence (business letters), miscellaneous articles and law. Remarks and directions for practice precede each division of the different kinds of reporting.

A sample Note-book (not the regular number of pages) to show the quality of paper, the kind of note-book and how the same is to be used.

The Manual, and the Aids and Helps, as noted above, are considered as one series and sold together, not separately, unless otherwise specified; price \$2.00.

The writer's thirty years' experience as author and teacher of a Pitmanic system of shorthand, and twelve as author, investigator and teacher of the more modern system of joined vowels, feels justified in saying that the pupil who cannot learn the art to a practicing proficiency from the Manual of Day's Standard, will find his vocation lying along some other line than that of shorthand.

ALFRED DAY.

Cleveland, O., December, 1904.

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TO THE LEARNER.

The value of a knowledge of shorthand being universally conceded, there is no longer any necessity for authors to set forth the advantages of the art to any person of whatever profession or occupation. So important has the art become that it is now considered an indispensable part of a business education; and the young men or young women who neglect the opportunity of thoroughly mastering the art will, in due time, find themselves distanced in the business world by those who did not overlook so valuable a consideration.

Any young man or young woman who possesses patience, perseverance, a desire to learn, and a determination to succeed, can master shorthand. There is nothing of mystery about the art. It can be more easily learned under the instruction of a competent teacher, but such assistance is not absolutely necessary.

The first lesson must be thoroughly learned before the second is taken up; the second before the third, and so on to the end of the lessons.

The writing exercise of each lesson should be written the designated number of times. You should understand at the beginning of your study that shorthand means to write, and to write rapidly, the outlines for the words. Of course, the characters must be traced slowly and with care at first; but after becoming familiar with the exercise, it should be written over until it can be written correctly and at a fair rate of speed.

Read over everything you write until it can be read as fluently as if written in longhand.

Write small. It will give you greater speed, and, having more time to form your characters, your writing will be more legible than if written in a "large hand."

Shorthand should be written with a pen. Some prefer a gold pen. A fountain pen is used by many, and is the best of all.

Hold the pen as in ordinary writing.

Black ink, and a quality that flows freely, should be used.

Use note books that open from you and that are made of the best quality of paper.

When you commence the study of shorthand, you should not let a day pass without giving to it some portion of your time, even though it is but a few minutes; you will accomplish more in this way than by irregular practice.

Remember that you, and not your teacher, must do the studying.

Master the lesson in hand; the following ones will take care of themselves.

Have faith in your teacher. If you cannot have, better make a change.

Learn to be independent. Do not go to your teacher with every puzzling thing you encounter; work it out yourself if possible.

Be studious. Do not do anything which may distract other students.

Be punctual and methodical.

Every rule requires your careful attention. Do not slight one of them.

CONSONANTS.

Shorthand Sign	Letter	Shorthand sign	Letter
—	T	⎵	F
—	D	⎶	V
/	N	⎷	K
/	M	⎸	G
/	J	(oo)	S
/	CH	)	Z
|	SH	(	TH
⌒	P	⎹	NG
⌒	B	⎺	W
⌒	R	⎻	Y
⌒	L	.	H

LONG VOWELS

○	ee as in <i>eel</i> , E.
◌	a " " <i>age</i> , A.
◌	a " " <i>arm</i> , AH.
◌	a as in <i>all</i> , AW.
◌	o " " <i>ope</i> , O.
◌	oo " " <i>ooze</i> , OO.

SHORT VOWELS

◌	i as in <i>it</i> , i.
◌	e " " <i>ell</i> , e.
◌	a " " <i>at</i> , a.
◌	o as in <i>on</i> , o.
◌	u " " <i>up</i> , u.
◌	oo " " <i>foot</i> , oo.

DIPHTHONGS

◌	i as in <i>ice</i> , I.
◌	oi " " <i>oil</i> , OI.
◌	u as in <i>dupe</i> , U.
◌	ou " " <i>out</i> , OU.

FIRST LESSON.

In taking up the study of Shorthand the first thing you have to do is to learn the Consonant Alphabet, and this, your first work, must be done thoroughly; it must not be slighted in any particular. The Consonants only are presented in this lesson; the Vowels in the next. You will notice that the letters are not presented in the order of the common alphabet but in that order which experience has shown to be the best; the straight line consonants being presented first and then the curves

MANNER OF WRITING THE CONSONANTS.

1. The consonants are of three lengths, as follows: D, M, B, L, are called the four long letters; S the short one; H the dot; the balance, the full length letters. The four long letters are one third longer than the full length letters, and this distinction, the short letter S, and the shaded ones must be carefully noted and written exactly as in the copy.

2. The horizontal letters, T, D, P, B, R, L, are written from left to right; N and M are written *upward* from the line of writing, and are more slanting than J and CH; the balance of the letters are written downward.

3. J, V, G, Z, NG, are shaded letters, the curved lines being shaded in the middle only. The signs for SH, Z, TH, are the only vertical letters. W, Y, NG, are called the back-hand letters or the left oblique; all the others, except the horizontals and H, have the ordinary long hand slant, that is, the right oblique.

CONSONANT DIGRAPHS.

4. The consonant digraphs CH, SH, TH, NG, although letters representing but a single sound, are named as two letters as given in the list of consonants but if preferred may be named as follows: CH, Chay;

SH, Ish ; TH, Ith ; NG, Ing. In his nomenclature the author has used the two letters in preference to the single name.

5. The distinguishing of the hard sound of SH as *si* in *vision*, and that of TH in *they*, by giving these sounds a separate sign, is unnecessary and they have been omitted from the list of consonants, the former being represented by SH and the latter by TH. No trouble will ever be experienced in determining which sound of these letters the sign represents.

6. The letters C, Q and X in the common alphabet are not recognized in the phonetic systems of shorthand as separate letters, except when used as initials ; c representing the sound of s or k, the sound of s for c in cent, and that of k for c in cat ; q the sound of k for q in quick ; x the sound of ks for x in extra, or that of gz for x in example.

METHOD OF LEARNING THE CONSONANTS.

7. In order to assist you in learning the consonants we have prepared two slips, one containing the first column of letters as presented in the Manual, the other the second, and are inserted between pages 2 and 3. In using the slips the following instructions are to be followed : place No. 1 on your note book just above the ruled line and copy the shorthand signs neatly and correctly, carefully noting the size, length, slant, and shade, then move the slip down over the line just written and copy it again, and so on until it has been copied twenty-five times. At the time of writing you must speak the name of the letter ; thus, T, D, N, M, J, CH, etc. Slip No. 2 is to be used in exactly the same manner as No. 1. In copying write both signs for the letter S ; the sign that is written by moving the pen to the left is called the left-hand S, the one to the right the right-hand S.

8. The sign for G represents the hard sound of that letter as *g* in *get* and *go*; the soft sound of *g* is that of *j* as *g* in *gem*.

9. CONSONANTS.

Shorthand sign	Letter	Shorthand sign	Letter
—	T	⌒	F
—	D	⌒	V
/	N	)	K
/	M	)	G
/	J	(on)	S
/	CH	)	Z
|	SH	(	TH
⌒	P	⌒	NG
⌒	B	⌒	W
⌒	R	⌒	Y
⌒	L	.	H

10. After copying the alphabet as directed, and as many times, the following exercise should be practiced until it can be written, from dictation, neatly and correctly, in two minutes. In this lesson write both signs for S.

WRITING EXERCISE.

CH, F, TH, P, Z, T, K, W, L, N, B, NG, S, H, R, M, G, V, SH, Y, S, J, TH, R, T, H, P, CH, TH, K, W, L, Z, F, J, M, SH, V, R, NG, Y, G, D, S, B, TH, Z, CH, R, M, K, P, F, SH, TH, S, W, Y, M, R, J, B, V, NG, R, G, H, M, L, D, Z, V, N.

Until the learner can give appropriate answers to the questions in the lesson he is studying it is evident that he does not understand the principles presented, and should not permit himself, nor be permitted by the teacher to proceed to the next until he is able to answer every question, correctly read and readily write the exercise presented in the lesson, and not until then, and the pleasure he will experience in taking up each new lesson will be in proportion to his comprehension of and the faithful study given to the preceding one.

QUESTIONS FOR REVIEW—FIRST LESSON.

The consonants are of how many lengths? Name the four long letters. What letter is expressed by two very short curves? What is the name of the sign for S that is written to the left? The one written to the right? Which letter is expressed by a dot? Name some of the full length letters. The long letters are how much longer than the full lengths? Name the horizontal letters. In what direction are the letters N and M always to be written? Which are written the more slanting, J and CH or N and M? Name the shaded letters. Name the three vertical letters. Name the three back-hand letters. What three letters are not recognized in shorthand except when used as initials? Does the sign for G represent the hard or soft sound of that letter?

SECOND LESSON.

VOWELS AND DIPHTHONGS.

In the first lesson was presented a part of the shorthand alphabet only—the consonants; in this lesson it is completed by the presentation of the vowels and diphthongs.

11. All the phonetic systems of shorthand recognize twelve vowel sounds; six long and six short, and the signs by which these sounds are represented are large and small circles, large and small semi-circles.

The sounds the signs represent are indicated by the *Italic* letter or letters in the illustrative words in the following table.

12. TABLE OF VOWELS.

Large circles represent long vowel sounds.

- E, the sound of *ea* as in *pea*, 1st position.
 ⊖ A, " " " *ay* " *pay*, 2nd "
 ◊ AH, " " " *a* " *pa*, 3rd "

Small circles represent short vowel sounds.

- i, the sound of *i* as in *pit*, 1st position.
 ◑ e, " " " *e* " *pet*, 2nd "
 ◐ a, " " " *a* " *pat*, 3rd "

Large semi-circles represent long vowel sounds.

- ⏟ AW, the sound of *aw* as in *pawl*, 1st position.
 ⊖ O, " " " *o* " *pole*, 2nd "
 ⊖ OO, " " " *oo* " *pool*, 3rd "

Small semi-circles represent short vowel sounds.

- ⏟ o, the sound of *o* as in *lock*, 1st position.
 ⊖ u, " " " *u* " *luck*, 2nd "
 ⊖ oo, " " " *oo* " *look*, 3rd "

MANNER OF LEARNING THE VOWELS.

13. To learn the vowels repeat the sounds over and over; thus, E, A, AH, the large circles; i, e, a, the small circles; AW, O, OO, the large semi-circles; o, u, oo, the small semi-circles. At the time of repeating the vowel sound fix in the mind not only the sign but the position; thus, E is a large circle, first position ("position" being explained in the fourth lesson), and the printed letter representing the sign is a capital E; A is a large circle with a dash, second position, and the printed letter representing the sign is a capital A; a is a small circle with a dot, third position, and the printed letter representing the sign

is a small a, and so on with all the signs, positions, and the printed letters by which the signs are represented.

Nothing will obviate the necessity of repeating and picturing in the mind the signs and positions as outlined above, even repeating them a thousand times, if it were necessary, so that when you hear a vowel sound you can recall instantly its sign, position, and the printed letter used to represent the sign.

The vowels must be learned as thoroughly as the consonants: you must know them so well that you can instantly name the four first position vowels, the four second position, and the four third position, and if asked what sound does the small circle with a dot represent you can answer promptly, or the small semi-circle with a dash, and equally as prompt as to what sound is represented by the capital double OO, the small u, the capital A, the small e. etc. Until you can do this you have not learned the vowels.

DIPHTHONGS.

14. A diphthong is the union of two vowel sounds in one syllable. The phonetic systems of shorthand recognize four diphthongs, and their signs and the sounds they represent are given in the table below, and the same are to be learned in the same manner as the vowels, by repeating the sounds and firmly fixing the signs for the same in the mind.

15. TABLE OF DIPHTHONGS.

ō	I,	the sound of i	as in ice, 1st position.
œ	OI,	"	oi " oil.
ē	U,	"	u " mute.
o	OU,	"	ou " out.

16. I is a small circle in the first position. Its sign and position is the same as that of the short sound of that letter, except that it has a dash placed above whenever it is deemed necessary to distinguish the signs. OI is a semi-circle with a small circle attached to the lower part of the semi-circle. U is a semi-circle joined to the upper part of the semi-circle.

OU is a circle with a line written partly through, or if more convenient, completely through the circle.

17. A material difference between writing words in shorthand and longhand is, in the former no silent letters are used, words being written precisely as they are pronounced, thus *ate* is written as though it were spelled a-t (long a). *dough* as if it were spelled d-o (long o); *writ*, r-i-t; *freight*, f-r-a-t; *rough*, r-u-f; c in *cup* is k, while in *cent* it is s; in *gem* g is j; ph in *phrase* is f; in *add* there is but one d, etc.

18. The writing exercise of this lesson consists in writing each one of the illustrative words three times, and at the time of writing spelling the word as indicated by the printed letters below the shorthand sign. The dots and dashes are placed after the vowels, the dashes being written parallel with the consonant to which the vowel is attached. In this and the following lesson the dots and dashes are to be placed beside the vowels; after that they are omitted except in isolated and unfamiliar words.

METHOD OF JOINING THE CIRCLE VOWELS.

19. The circle vowels are joined to the straight consonants, at the beginning and end, by moving the pen in a direction contrary to the movements of the hands of a clock.

eat E-T	each E-CH	day D-A	ma M-AH	age A-J	itch i-CH
etch e-CH	in i-N	Ed e-D	am a-M	ash a-SH	eight A-T

20. On curved consonants the circle vowels are turned inside the curve.

When s is the only consonant in the word use the left-hand s.

pea	bay	ale	ill	Fay	Eve	egg
P-E	B-A	A-L	i-L	F-A	E-V	e-G
essay	sigh	say	so	Issie	assay	
e-S-A	S-I	S-A	S-O	i-S-i	a-S-A	

METHOD OF JOINING THE SEMI-CIRCLE VOWELS.

21. The semi-circle vowels are, with few exceptions, joined to the consonants as initial (beginning) and final hooks. On straight line consonants they are written on the same side as the circle vowels and on curved consonants are turned inside the curve.

toe	odd	ought	Joe	chaw	shoe
T-O	o-D	AW-T	J-O	CH-AW	SH-OO
Poe	up	obey	oak	oath	home
P-O	u-P	O-B-A	O-K	O-TH	H-O-M

22. The small circles and hooks should be made as small as the ease and convenience of writing will permit, the larger circles and hooks being made only enough larger to be readily distinguished from the small signs.

23. H is always followed by a vowel and is expressed by placing a dot before the vowel, the placing being done after the balance of the word has been written, the same as we lift the pen to dot an i or cross a t in writing longhand; thus, home is written O-M, lift the pen and place a dot before the vowel. All other words beginning with h would be written in the same way.

JOINING THE DIPHTHONGS.

24. The expressing of the diphthongs is very simple; I, by joining the small circle, and when necessary, for legibility, placing the dash above or before it. OI, with rare exceptions, is expressed by a small circle turned inside a hook, but the sign as given in the table of diphthongs must be used occasionally as in *oil*. U, is a small circle turned on the consonant and from the point where the pen completes the circle a hook or semi-circle is turned as shown in the illustrative words below. OU, as already explained is a circle with a line struck partly, or if more convenient, completely through the circle.

tie	my	ally	thigh	boy	joy	Roy
T-I	M-I	a-L-I	TH-I	B-OI	J-OI	R-OI
oil	new	cue	pew	bough	Dow	cow
OI-L	N-U	K-U	P-U	B-OU	D-OU	K-OU

If you have mastered the lesson as thoroughly as you ought you are now prepared to write any word in the English language consisting of one consonant and one or two vowels. As already stated, each sign for the illustrative words must be written not less than three times.

QUESTIONS FOR REVIEW—SECOND LESSON.

What are the recognized number of vowels? The recognized number of diphthongs? What signs or characters are used to represent the vowels? Repeat the large circle vowels. The small circle vowels. The large semi-circle vowels. The small semi-circle vowels. Repeat the four first position vowels. The four second position vowels. The four third position vowels. What vowel sound is represented by the capital letters AH? By the small e? By the small o? By the capital OO? By the small u? By the small i? Repeat the vowel sounds in their regular order as given in the table. What is a diphthong? Repeat the four diphthongs. Describe the sign for I. The sign for OI. The sign for U. The sign for OU. What is one material difference between writing words in longhand and shorthand? Of what does the writing exercise of this lesson consist? How and where are the dots and dashes placed? In what words are the dots and dashes to be placed after the next lesson? How are circle vowels joined to straight consonants? How are the vowels joined to curved consonants? How are the semi-circle vowels joined to consonants? On which side of the straight line consonants are the hooked vowels written? On which side of the curved consonants?

Before what kind of letters does h always occur? How is h expressed in shorthand and where is it placed? When necessary, how is the diphthong I expressed to distinguish it from the short sound? How is OI expressed when joined to consonants? How is U expressed when joined to consonants?

THIRD LESSON.

METHOD OF WRITING VOWELS BETWEEN CONSONANTS.

In this lesson you are instructed how to write letters of two consonants and the method of placing vowels between them. It is very simple, consisting merely of writing the letters of the word, one after another, the same as in longhand, but with this difference; omit silent letters, only those being written which are actually heard in pronouncing the word. The rules for writing consonants with vowels between are given below.

25. In joining S to a curve use the one that follows the direction of the curve; in joining to a straight line use the one that makes the sharpest angle.

26. The writing exercise of this lesson consists of writing each of the signs in the illustrative words five times, and at the time of writing spelling the word as outlined in the nomenclature above the sign. The dots and dashes, which are used to designate the exact vowel sound, are to be placed to the vowels in this lesson, but are dropped, with rare exceptions, in all subsequent lessons.

27. RULES FOR WRITING CIRCLE VOWELS BETWEEN CONSONANTS.

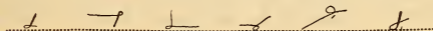
I. Circle vowels between straight consonants in the same direction are turned by moving the pen contrary to the movements of the hands of a clock.

date	name	debt	tide	man
D-A-T	N-A-M	D-e-T	T-I-D	M-a-N



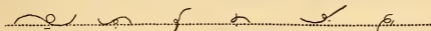
II. Between straight consonants in different directions the circle vowels are turned outside the angles.

jet	ditch	shed	ten	mate	Jane
J-e-T	D-i-CH	SH-e-D	T-e-N	M-A-T	J-A-N



III. The circle vowels between curves are written to the second consonant, that is, to the one that follows the vowel, but may be written to the first when it is more convenient.

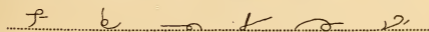
bail	wrap	fig	sap	lamb	safe
B-A-L	R-a-P	F-i-G	S-a-P	L-a-M	S-A-F



28. A circle vowel when written between consonants will sometimes take the form of a loop, and for greater convenience in joining, the slant or curvature of a consonant may be considerably varied.

IV. Circle vowels between straight consonants and curves, or curves and straight lines, are written in the most convenient manner.

take	shear	dip	jam	bait	snow
T-A-K	SH-E-R	D-i-P	J-a-M	B-A-T	S-N-O



29. RULES FOR WRITING HOOK VOWELS BETWEEN CONSONANTS.

I. The hook vowels are joined to the consonants following the vowel, but when more convenient may be joined to the one preceding.

pole	tub	room	vogue	watch	nod
P-O-L	T-u-B	R-OO-M	V-O-G	W-o-CH	N-o-D

II. Occasionally it will be necessary to write the hook vowels on the back or convex side of the curve, as follows: (a) When K, G, P, and B are followed by F or V the hook must be written on the convex side (back) of the F or V. (b) When K and G are followed by T, D, R, or L, the hook must be written on the convex side of the K or G.

(a)	cuff	Gove	puff	cough	buff
	K-u-F	G-O-V	P-u-F	K-AW-F	B-u-F

(b)	coat	cut	goad	coal	gore	cool
	K-O-T	K-u-T	G-O-D	K-O-L	G-O-R	K-OO-L

III. The semi-circle vowels, instead of the hooks, must be used as follows: (a) When K and G are followed by P or B. (b) When R, L, M and N are followed by F, V, K, or G.

(a)	cup	coop	cob	cub
	K-u-P	K-OO-P	K-o-B	K-u-B

(b)	enough	nook	move	rook	love	look
	e-N-u-F	N-oo-K	M-OO-V	R-oo-K	L-u-V	L-oo-K

30 The combinations K-R, G-R, K-L, G-L are joined without a sharp angle.

cry	clay	clue	grow	glow
K-R-I	K-L-A	K-L-OO	G-R-O	G-L-O

QUESTIONS FOR REVIEW—THIRD LESSON.

What is the subject of this lesson? In writing shorthand what letters are omitted? When S is joined to a curve which sign for that letter is used? Which S is used when joined to a straight line? The writing exercise of this lesson consists of what? The dots and dashes are used for what purpose? Circle vowels between consonants in the same direction are turned how? Between straight consonants in different directions, how? Circle vowels between curves are joined to which consonant? What form will the circle sometimes take? Is it allowable to change the slant or curvature of a consonant? Circle vowels between straight consonants and curves, and curves and straight lines are turned how? To which consonant is the hook vowel generally joined? When is it necessary to put the hook vowel on the back of F and V? When is it necessary to put the hook vowel on the back of K and G? When must the semi-circle vowels be used instead of expressing them as hooks? How are such combinations as K-R, G-R, etc., written?

FOURTH LESSON.

POSITION OF WORDS OF ONE CONSONANT.








31. In order to do away with the necessity of placing the dots and dashes to the vowel signs, and also to indicate the exact sound denoted by the sign without these distinguishing marks, words are written in three positions as regards the line of writing: First position, above the line; second position, on the line. third position, through or below the line, below if the consonant is a horizontal. The position of the word is determined by the vowel, or the first vowel, if the word has more than one.

32. Turning to the table of vowels, section 12, you will notice that there are four vowels in each of the three positions; four of the first, four of the second, and four of the third. The four first position vowels are E, i, AW, o; the four second position vowels are A, e, O, u; the four third position vowels are AH, a, OO, oo, and whichever of the above vowels is the first in the word determines the position in which the word is to be written.








RULES FOR WRITING IN POSITION WORDS OF ONE CONSONANT.

33. The following rules are to be observed in writing in position words of one consonant:








First position. If the vowel is a first position vowel the word is written above the line and is called the first position.

eat	knee	fee	itch	hog	odd	ill
E-T	N-E	F-E	i-CH	H-o-G	o-D	i-L
						

Second position. If the vowel is a second position vowel the word is written on the line and is called the second position.

ate	dough	up	ache	woe	hush	ale
A-T	D-O	u-P	A-K	W-O	H-u-SH	A-L
						

Third position. If the vowel is a third position vowel the word is written below the line, if the consonant is one of the horizontals, and through the line if the consonant is a slanting or vertical stroke, and is called the third position.

pa	do	abbey	ma	hatch	ash	woo
p-AH	D-OO	a-B-i	M-AH	H-a-CH	a-SH	W-O
						

34. The diphthongs OI, U, and OU are considered second position—on the line. The diphthong I is the only one distinguished by having a position. Its sign is the same as the short sound of that letter, a small circle in the first position, but if at any time it is necessary to distinguish it from the short sound a dash is placed above the sign.

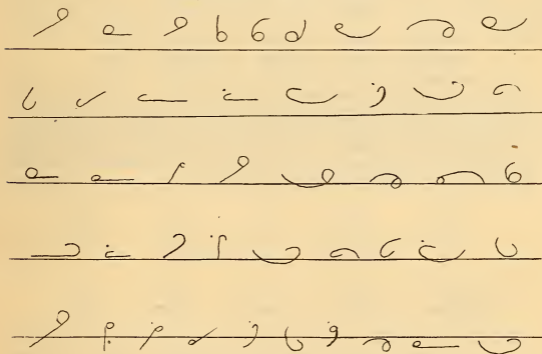
buy	ice	boy	cue	bough
B-I	I-S	B-OI	K-U	B-OU



The copying in your note book each of the illustrative words in this lesson three times, and spelling them at the time of writing, as indicated by the nomenclature below the sign, must not be neglected.

The reading exercise of the lesson consists of single words in different positions, and the same are to be studied until the words, which the shorthand signs represent, can be spoken as readily as if they had been written in longhand.

READING EXERCISE.



WRITING EXERCISE.

Following each word in the writing exercise below is the nomenclature indicating how the word is to be written, and as a matter of convenience to both teacher and pupil, a copy book has been prepared, the same containing the words and nomenclature in columns followed by blank lines on which the pupil is to write the proper shorthand sign, as he understands it. The teacher will then correct, in red ink, the words not correctly written, after which the pupil is to carefully note the corrected outlines and copy each one three times on the blank line following the corrected sign in red ink.

First position. jam, J-a-M; knee, N-E; Shaw, SH-AW; it, i-T; hitch, H-i-CH; eel, E-L; paw,

P-AW; Eve, E-V; hill H-i-L; Lee, L-E; hawk, H-AW-K; ease, E-Z; bee, B-E; hall, H-AW-L; hawk, H-AW-K; Waugh, W-AW. *Second position.* day, D-A; ode, O-D; Joe, J-O; echo, e-K-O; obey, O-B-A; ale, A-L; dough, D-O; neigh, N-A; edge, e-J; show, SH-O; ebb, e-B; hub, H-u-B; oath, O-TH; low, L-O; Fay, F-A; hen, H-e-N; ale, A-L. *Third position.* shoe, SH-OO; abbey, a-B-i; add, a-D; ooze, OO-Z; coo, K-OO; hang, H-a-NG; ash, a-SH; Lou, L-OO; hood, H-oo-D; at, a-T. *Diphthongs.* ice, I-S; tie, T-I; rye, R-I; boy, B-OI; alloy, a-L-OI; joy, J-OI; few, F-U; lieu, L-U; due, D-U; bough, B-OU; allow, a-L-OU; now, N-OU; cow, K-OU.

QUESTIONS FOR REVIEW—FOURTH LESSON.

For what purpose are words written in position? Name the three positions. What determines the position of the word? Name the four first position vowels: the four second position: the four third position. Where is the word written if the vowel is third position and the consonant a horizontal? Where are words written with the diphthong OI, U, or OU as the first vowel? In what position are words written when the diphthong I is the first vowel? How may the diphthong I be distinguished from the short sound of that letter?

FIFTH LESSON.

POSITION OF WORDS OF TWO CONSONANTS.
















The rules for writing in position words of two consonants are given below and the same must be learned perfectly: there must be no slighting of the work that may be necessary to thoroughly master the rules of position.

35. The position of the word is determined by the vowel, or the first vowel, if the word has more than one, and the rules for writing the same are given in the rules below.
















36. RULES FOR WRITING IN POSITION WORDS OF TWO CONSONANTS.

First Position. If the vowel that determines the position is a first position vowel the word is written






above the line and is called the first position, and the method of writing the same is as follows: The *first up* or *down* stroke, if the word contains one, should rest *above* the line; if the word contains horizontals only, both are written above the line.











mill M-i-L 	meek M-E-K 	thin TH-i-N 	leaf L-E-F 	chick CH-i-K 
witch W-i-CH 	cough K-A-W-F 	wit W-i-T 	Minnie M-i-N-i 	lodge L-o-J 
lid L-i-D 	peep P-E-P 	writ R-i-T 	lot L-o-T 	top T-o-P 

Second Position. If the vowel determining the position is a second position vowel the *first up* or *down* letter of the word, if it contains one, rests *on* the line; if the word contains horizontals only, both are written on the line.











maid M-A-D 	game G-A-M 	net N-e-T 	ledge L-e-J 	omen O-M-e-N 
take T-A-K 	budge B-u-J 	Mary M-A-R-i 	Same S-A-M 	earth e-R-TH 
debt D-e-T 	tape T-A-P 	pet P-e-T 	door D-O-R 	let L-e-T 

Third Position If the vowel determining the position is a third position vowel the *first up* or *down* stroke, if the word contains one, is written *through* the line; if the word contains horizontal consonants only, both are written below the line.











back B-a-K 	move M-OO-V 	fat F-a-T 	moon M-OO-N 	laugh L-AH-F 
--	---	---	---	--

wag W-a-g	bag B-a-G	jab J-a-B	loom L-OO-M	Jack J-a-K
				
poor P-OO-R	wrap R-a-P	lap L-a-P	root R-OO-T	tabby T-a-B-i
				

Diphthongs. As the diphthongs OI, U, and OU are readily distinguished from the vowel signs, words with these signs as the first vowel may be written on the line. As already explained in sections 16 and 34, the diphthong I is considered a first position vowel, and is written the same as the short vowel i; the placing of the dash above the sign for I is rarely necessary for the purpose of distinction.











guide G-i-D	pry P-R-I	might M-I-T	boil B-OI-L	coil K-OI-L
				
view V-U	Eunice U-N-i-S	pew P-U	bough B-OU	prow P-R-OU
				

37. Words of three or more consonants are written in the second position, that is, the first up or down stroke should rest on the line.

scheme S-K-E-M	model M-o-D-L	ladder L-a-D-R	wrecked R-e-K-T	roadway R-O-D-W-A
				
skate S-K-A-T	merit M-e-R-i-T	books B-OO-K-S	switch S-W-i-CH	packet P-a-K-e-T
				

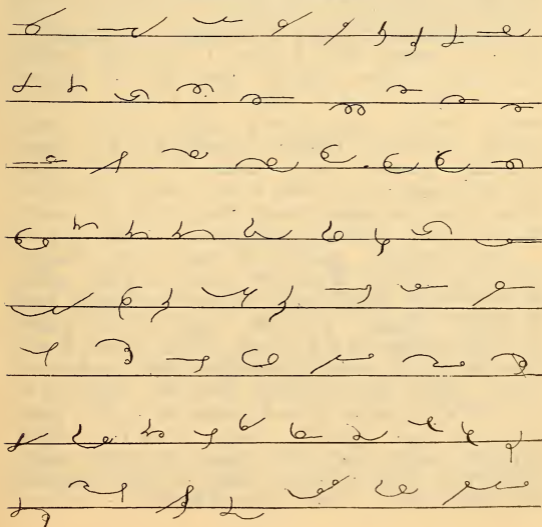
38. Many words of three consonants can be written in position as readily as words of two, and many advanced writers adopt this method. The rules for writing in position words of three or more consonants are the same as for words of two; the first up or down stroke resting above the line if the first vowel is a first position vowel, on the line if it is second position,

through if it is third position, and below if they are all horizontals. The following lines illustrate this principle:

chance CH-a-N-S	chicken CH-i-K-N	snatch S-N-a-CH	packet P-a-K-e-T	switch S-W-i-CH
				
limit L-i-M-i-T	chasm CH-a-S-M	froth F-R-AW-TH	polish P-o-L-i-SH	dapple D-a-P-L
				

As directed in the preceding lesson, the copying of each shorthand outline below the illustrative words three times must not be neglected. Practice reading the following words until they can be spoken as readily as if written in longhand.

READING EXERCISE.



WRITING EXERCISE.

The shorthand for the words in the writing exercise should be written in the copy book furnished with the Manual, as already explained, and in precisely the same manner.

First Position. witch, W-i-CH; seek, S-E-K; lid, L-i-D; ride, R-I-D; wrong, R-AW-NG; wring, R-i-NG; wit, W-i-T; mean, M-E-N; sing, S-i-NG; watch, W-o-CH; copy, K-o-P-i; sheet, SH-E-T; shawl, SH-AW-L; deed, D-E-D; widow, W-i-D-O; rip, R-i-P; Zeno, Z-E-N-O; leech, L-E-CH; week, W-E-K; fog, F-o-G; log, L-AW-G; yawl, Y-AW-L; bite, B-I-T; feet, F-E-T; lot, L-o-T; taught, T-AW-T; audit, AW-D i-T; cheat, CH-E-T; cat, K-a-T; cot, K-o-T.

Second Position. load, L-O-D; fame, F-A-M; muddy, M-u-D-i; weight, W-A-T; late, L-A-T; boat, B-O-T; bet, B-e-T; name, N-AM; shed, SH-e-D; Jennie, J-e-N-i; edit, e-D-i-T; loaf, L-O-F; cove, K-O-V; putty, P-u-T-i; cut, K-u-T; goal, G-O-L; joke, J-O-K; thumb, TH-u-M; cub, K-u-B; Dutch, D-u-CH; guess, G-e-S; faith, F-A-TH; efface, e-F-A-S; sage, S-A-J; cake, K-A-K; ebony, e-B-O-N-i; delay, D-e-L-A; glow, G-L-O; Mary, M-A-R-i; ready, R-e-D-i; cave, K-A-V; lucky, L-u-K-i; debt, D-e-T.

Third Position. gad, G-a-D; fag, F-a-G; Maggie, M-a-G-i; room, R-OO-M; yam, Y-a-M; patch, P-a-CH; bag, B-a-G; bad, B-a-D; tap, T-a-P; pool, P-OO-L; Adam, a-D-a-M; apt, a-P-T; gnash, N-a-SH; Madge, M-a-J; accrue, a-K-R-U; lad, L-a-D; move, M-OO-V; shabby, SH-a-B-i; Jack, J-a-K; lack, L-a-K; wag, W-a-G; look, L-OO-K; sag, S-a-G; fool, F-OO-L; nook, N-oo-K; calm, K-AH-M; palm, P-AH-M; loot, L-OO-T; youth, Y-OO-TH; attack, a-T-a-K; agate, a-G-A-T; room, R-OO-M; south, S-OU-TH; rule, R-OO-L; coil, K-OI-L; allowed, a-L-OU-D; lute, L-U-T; duty, D-U-T-i.

Write the following words in position according to the rule in section 38.

chance, CH-a-N-S; panic, P-a-N-i-K; pallid, P-a-L-i-D; legal, L-E-G-L; bleak, B-L-E-K; malice, M-a-L-i-S; legion, L-E-J-N; packet, P-a-K-e-T; bring, B-R-i-NG; snatch, S-N-a-CH; milk, M-i-L-K; black, B-L-a-K; baker, B-A-K-R; kettle, K-e-T-L; beggar, B-e-G-R; switch, S-W-i-CH, cute, K-U-T; toil, T-OI-L; foil, F-OI-L; groove, G-R-OO-V; snap, S-N-a-P; taken, T-A-K-N.

QUESTIONS FOR REVIEW—FIFTH LESSON.

What determines the position of a word? Where does the first up or down stroke of a word in the first position rest? The second position, where? The third position where? If the letters of a word in the third position are all horizontal where are they written? What position are words written with the diphthongs OI, U, and OU as the first vowel? In what position are words written with the diphthong I as the first vowel? In what position are words written containing more than two consonants? May the advanced writer write in position words of three consonants?

SIXTH LESSON.

WORD-SIGNS.

39. More than one half of the words used in ordinary correspondence are represented by word-signs; that is words not written in full, but represented by one or more letters of the word written above, on, through, or below the line of writing. The sign used to represent the word is called a word-sign, and the word that is represented by the sign is called a sign word.

The object of having word signs is to gain speed; without them it would be impossible for a writer to keep up with an ordinary speaker, and for this reason

it will be necessary to learn the word-signs perfectly—commit them to memory, so that you will be able to write them neatly, correctly, each in its proper position, and as quickly as they would be spoken by a good reader.

40. When a sign-word is printed with a hyphen the sign represents both the word preceding the hyphen and the word composed of the letters before and after; thus, give-n represents both give and given; charge-d, both charge and charged.

NOMENCLATURE.

The naming of the word-signs and outlines for words, aptly called "spelling in shorthand," is one of the admirable features of Day's Standard Shorthand, enabling the pupil to quickly and more firmly fix the signs in mind, and the teacher in giving dictation can dispense almost entirely with the necessity of writing the characters on the blackboard or with pen or pencil on the paper. In longhand the pupil can write a word correctly if he knows the proper spelling, so in shorthand, if he has a correct picture in the mind of the outline to be written he can write it whether the mental picture for the outline was obtained through the organ of sight or the organ of hearing.

41. The naming of the simple consonants used for word-signs are as follows: The superior figure following the word indicates the position in which the sign is to be written; 1, above the line; 2, on the line; 3, through or below the line. The letter S, having two signs, is named left hand S, or right hand S, according to the direction in which the letter is written; if to the left it is abbreviated to l-h (left hand) S; if to the right, r-h (right hand) S. Wherever the abbreviations l-h and r-h occur you are to speak the word for which the abbreviation stands; thus, left hand for l-h, and right hand for r-h.

METHOD OF LEARNING THE WORD-SIGNS.

The method of learning the word-signs as given below is the one that will most quickly and surely lead to the mastery of the longest list of word-signs ever presented, and the method outlined should be followed to the very letter.

42. There is furnished with this lesson a sample ruled sheet, letter size, with narrow and wide columns. The sample is only to show how the sheets are to be ruled; the narrow column is for the shorthand signs and is half an inch wide, and in some subsequent lists five or six-eighths of an inch would be better. The wide column is for the longhand transcript of the signs and should be about two inches wide. After preparing the sheets they are to be used as follows:

43. Fill the first narrow column with shorthand signs, beginning with the sign for "time," followed by the sign for "it," and "dollar," and "did," etc., until the column is full of the signs in consecutive order as given in the lesson. At the time of writing the sign speak both the sign and the word; thus; T one, time; T two it; T three at and out; D one, dollar and did; D two, do; D three, had, etc. The naming of the signs and the speaking of the word must be continued, not only in the learning of this, but all subsequent lists.

44. Having filled in the first column with the word signs they are now to be transcribed into the proper sign words, that is, written in longhand in the wide column, but this must be done without looking at the key in the lesson. At first there will be some you cannot recall; let the space remain blank, and after, not before, put a cross in the upper left hand corner of each blank space, then look at the printed key and write in the proper word or words, giving particular attention to those with the cross to the end that those you "missed" can be properly written the next time you transcribe the shorthand column. At the time of transcribing into longhand name the signs; thus, time, T one; it, T two; at and out, T three; dollar and did, D one; do, D two, etc. When the signs stand for two or three words they must all be written in the same blank space, one above the other; this may nec-

essitate your writing a "smaller hand" than usual, but if it does it will indirectly be of benefit to you in writing shorthand which should always be written in small neat characters.

45. Having done as above directed, the first column will be filled with shorthand signs, the second with the words for which the signs stand; now cover the shorthand column with a slip of paper and write, in the second narrow column, the proper shorthand sign for the longhand word or words, leaving blank the spaces where you could not recall the word-sign for the word you have written in longhand. When you have put in all the signs that you are sure are the correct ones, make a cross in the upper left-hand corner of each blank space, then remove the slip of paper and insert the proper word sign, giving particular attention to those you "missed" so that you will be able to insert the proper sign next time.

46. This translating into shorthand, then into longhand, first one then the other, must be continued until you can fill in a column without a single error and without your being obliged to remove the slip to see what the proper sign or word is. When this can be done fill in another narrow column with a new list of shorthand signs, beginning with the one that follows the last one in the first column, translate the signs into longhand, then into shorthand, and so on until the whole list is learned.































47. In learning the signs you must not neglect to "spell them in shorthand," as already directed; thus, T 1, time; T 2, it; T 3, at and out, and when translating the longhand into shorthand to reverse the order and say; time, T 1; it, T 2; at and out, T 3, etc.

Following the directions as given above makes the learning of the longest list of signs a mere pastime compared with the task of learning the lists in the old systems of shorthand with no other directions as to

how they are to be learned except "to learn them." The method here presented is published for the first time in any text-book on shorthand. In your whole course there is nothing of more importance than the learning of the word signs, and for this reason we have been very explicit and given full directions, and the same must be followed in every particular.

The list of signs presented in this lesson represent one hundred and twenty-eight words, fully one-half of the words used in ordinary correspondence, and unless the matter is unusually difficult the rule will hold good, and this being the case you will readily see the reason for learning the list, and all subsequent ones, perfectly.

48. CONSONANT WORD-SIGNS.

 time T ¹	 much, charge-ed, CH ³
 it, T ²	 short, SH ¹
 at, out, T ³	 shall, shalt, SH ²
 dollar, did, D ¹	 sure, SH ³
 do, D ²	 possible, P ¹
 had, D ³	 put, P ²
 in, not, N ¹	 party, happy, P ³
 no, know N ²	 by, buy, B ¹
 me, my, M ¹	 be, been, B ²
 am, him, M ²	 to be, B ³
 gentlemen, J ¹	 hear, here, R ¹
 gentleman, advantage, J ²	 are, R ²
 large J ³	 our, hour, R ³
 each, CH ¹	 will, wilt, L ¹
 which, change-ed, CH ²	 well, letter, L ²

..... land, L ³	..... away, W ³
..... if, F ¹	..... is, his, lh S ¹
..... for, F ²	..... as, has, lh S ²
..... few, fact, F ³	..... us, lh S ³
..... ever, V ¹	..... see, saw, rh S ¹
..... have, V ²	..... say, so, rh S ²
..... however, V ³	..... use (noun), rh S ³
..... common, kingdom, call- ed, K ¹	..... was, Z ²
..... come, company, could, K ²	..... use (verb), Z ³
..... can, K ³	..... thought, TH ¹
..... God, G ¹	..... think, TH ²
..... go, give-n, G ²	..... though, thank-ed, TH ³
..... good, together, G ³	..... thing, NG ¹
..... why, W ¹	..... long, along, length, NG ²
..... way, W ²	..... language, NG ³

49. The following list of word-signs could properly be termed "arbitrary" or "special signs" as they do not represent shorthand letters except the signs for I, how, and eh. The following abbreviations denote the slant of the dash signs, which are always written downward: lft obk, left oblique; rt obk, right oblique; vert, vertical. In learning the list follow the directions already given for learning the consonant signs.

50. DOT, DASH, AND CIRCLE WORD-SIGNS.

..... the, dot, 1	..... he, rt obl dash ¹
..... a, an, dot ²	..... should, rt obl dash ²
..... and, dot ³	..... I, eye, I ¹
..... of, lft obl dash ¹	..... eh, e ²
..... to, too, two, lft obl dash ²	..... how, OU ²
..... or, vert dash ¹	..... ah, AH ²
..... but, vert dash ²	..... first, rt obl loop ²

51. The semi-circle vowel signs, large and small, are also used as word-signs, are written in two positions, above and on the line, open to the right, left, upward, and downward, and as a matter of convenience in naming the signs only the two vowels AW and o are used to designate the sign-words.

In addition to the figures, denoting the position, and AW and o the name of the sign, the following abbreviations are used to designate the direction in which the semi-circle signs open; rt, to the right; lft, to the left; up, upward; dn, downward.

The name of the sign and the word for which the sign stands must be spoken at the time of writing the sign and the word, the same as in the directions given for writing the consonant word-signs and sign-words.

52. SEMI-CIRCLE WORD-SIGNS.

..... we, with, o ¹ rt	..... would, o ² lft
..... were, o ² rt	..... ye, year, o ¹ up
..... what, o ¹ lft	..... yet, o ² up

ⁿ..... beyond, o¹ dn

.....^c O, oh, owe, AW² rt

.....^Λ you, your, o² dn

.....[∩] already, awe, AW¹ lft

.....^c all, AW¹ rt

.....[∩] who, whom AW² lft

Do not let any wearisomeness of labor overcome the determination to master this very important lesson. It does not require any brilliancy of intellect; it is more a matter of patience and practice in writing and naming the signs that is required—something a mere child can do.

There is given below an alphabetical list of all the words in the preceding lists, the same being presented as a matter for convenient reference. It should also be used as a dictation exercise, that is, have the words dictated to you, from top to bottom, from bottom to top, across from right to left and from left to right; have them "mixed up in all manner of ways," and keep at it until every word (and here we repeat what we have already said) can be written neatly, correctly, and each sign in its proper position, as quickly as the words would be spoken by a good reader.

53. ALPHABETICAL LIST OF THE CONSONANT, DOT, DASH, SEMI-CIRCLE, AND CIRCLE SIGN-WORDS; WITH NOMENCLATURE.

a, dot²
ah, AH²
all, AW¹ rt
along, NG²
already, AW¹ lft
am, M²
an, dot²
and, dot³
are, R²
as, lh S²
at, T³
away, W³
awe, AW¹ lft
be, B²
been, B²
beyond, o¹ dn
but, vert dash²
by, B¹
buy, B¹
call-ed, K¹
can, K³
change-ed, CH²

charge-ed, CH³
come, K²
common, K¹
company, K²
could, K²
did, D¹
do, D²
dollar, D¹
cach, CH¹
eh, e²
ever, V¹
eye, I¹
fact, F³
few, F³
first, rt obl loop²
gentlemen, J¹
gentleman, J²
give-n, G²
go, G²
God G¹
good, G³
had, D³

happy, P ³	say, rh S ²
has, lh S ²	see, rh S ¹
have, V ²	shall, SH ²
he, rt obl dash ¹	shalt. SH ²
hear, R ¹	short, SH ¹
here, R ¹	should, rt obl dash ²
him, M ²	so, rh S ²
his, lh S ¹	sure, SH ³
hour, R ³	thank-ed, TH ³
how, OU ²	the, dot ¹
however, V ³	thing, NG ¹
I, I ¹	think, TH ²
if, F ¹	though, TH ³
in, N ¹	thought, TH ¹
is, lh S ¹	time, T ¹
it, T ²	to, lft obl dash ²
kingdom, K ¹	to be, B ³
know, K ²	too, lft obl dash ²
land, L ³	together, G ³
language, NG ³	two, lft obl dash ²
large, J ³	use (noun), rh S ³
letter, L ²	use (verb), Z ³
length, NG ²	us, lh S ³
long, NG ²	was, Z ²
me, M ¹	way, W ²
much, CH ³	we, o ¹ rt
my, M ¹	well, L ²
no, N ²	were, o ² rt
not, N ¹	what, o ¹ lft
O, AW ² rt	which, CH ²
of, lft obl dash ¹	who, AW ²
oh, AW ² rt	whom, AW ² lft
or, vert dash ¹	why, W ¹
our, R ³	will, L ¹
out, T ³	wilt, L ¹
owe, AW ² rt	ye, o ¹ up
party, P ³	yet, o ² up
possible, P ¹	year, o ¹ up
put, P ²	you, o ² dn
saw, rh S ¹	your, o ² dn

QUESTIONS FOR REVIEW—SIXTH LESSON.

About what proportion of common words are represented by word-signs? What is a word-sign? What is the sign used to represent the word called? What is the word called that is represented by the sign? What is the object of having word-signs? When a word is written with a hyphen what does it denote? The naming of the signs is called what? The superior figures denote what? What is the name of the sign for S when written to the left? To the right, what? Give, in substance

the method outlined for learning the word-signs. What are the number of sign-words in the lists of this lesson? Oblique means what? (Ans) Slanting. Vertical means what? (Ans) Upright: "straight up and down." What two vowels are used to represent the semi-circle word-signs? In what directions do they open? What does the abbreviation *rt* mean? *lft*? *up*? *dn*?

SEVENTH LESSON.

PLURAL NUMBER, POSSESSIVE CASE, PREFIXES, AFFIXES, PROPER NAMES, NUMBERS, PUNCTUATION MARKS, JOINING WORDS.

In this lesson you are to begin the writing of sentences, but before doing so the following principles must be thoroughly understood, and the same are to be applied in all the sentence writing in succeeding lessons.

54. The plural number, or possessive case of a noun, is indicated by adding S.

kingdoms languages company's Mary's

55. The third person singular of a verb in the present tense is indicated by adding S to the verb.

gives comes sees thinks thanks

56. The prefixes *con*, *com*, *cog*, and *coun* are expressed by placing a dot before the remainder of the word; *accom* by a heavy dot. Place the dot before you begin to write the balance of the word.






convey compile cognate counsel accompany
con:V-A com:P-I-L cog:N-A-T coun:Se-L Accom:P-a-N-i

NOTE:—Write the part of the word following the colon close to but not touching the preceding part of the word.

57. The affix *ing* and *thing* may be expressed by placing a small dot at the end of the preceding part of the word; *ings* and *things* by a heavy dot.

doing making having something sayings
do:ing M-A-K:ing have:ing S-u-M:thing say:ings

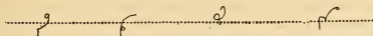
(a) The dot for *ing* cannot be used in words of one syllable ending in *ing*; in such words the stroke for *ing* must be used.

ring	king	bring	sing	Ming
R-i-NG	K-i-NG	B-R-i-NG	S-i-NG	M-i-NG
				

(b) When more conveniently joined S may be written vertical or left oblique as in "sing."

58. The affix *tion* spelled differently as in the words *fashion*, *Grecian*, *evasion*, *ocean*, *notion*, etc., is expressed by SH made one-third its usual length.

action	fashion	occasion	effusion
a-K-shon	F-a-shon	o-K-A-shon	e-F-OO-shon



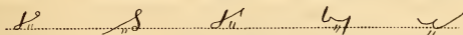
59. Initials (the first letter of a name) are written in shorthand, with the exception of C, Q, X, E, and H, these letters being written in ordinary longhand, small script.

C. H. Smith	C. P. Gale	A. L. Lane	J. L. Green
-------------	------------	------------	-------------



60. Proper names may be indicated by placing two dashes below the word.

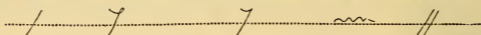
Jennie	Maggie	James	George	Rome
J-e-N-i	M-A-G-i	J-A-M-S	J-A-W-R-J	R-O-M



61. Numbers are written with the ordinary figures with the exception of *one* and *six*, which when standing alone, should be written with the shorthand sign.

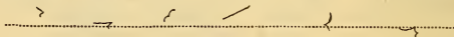
62. The punctuation marks as noted below should be written as there indicated; all the others, including the parenthesis and quotation marks, are written as in longhand.

period interrogation exclamation dash paragraph



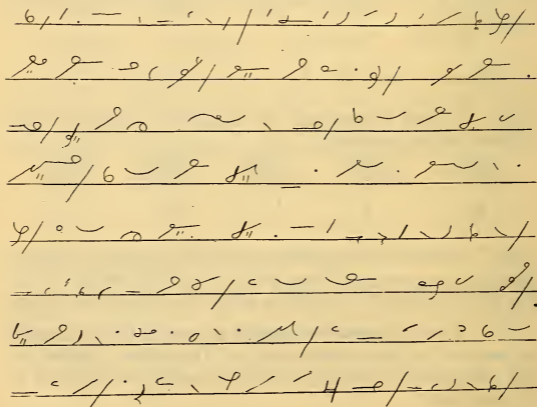
63. The following words: *is*, *as*, *his*, *has*, *self*, and *us*, may be joined to any word-sign by adding S to the sign, using the right or left-hand S, or the left oblique stroke, according to the convenience and ease of joining to the word preceding it; *selves* by two S's. Joining words is called phrase writing, and its advantages, etc., will be fully explained in a subsequent lesson.

of-his it-has his-is my-self give-us ourselves



Practice reading the following sentences until the words can be spoken as readily as if the same had been written in longhand. The same proficiency must be attained in the reading of all subsequent exercises.

READING EXERCISE.



After the following exercise has been written it should be corrected by the teacher, corrections noted and rewritten by the pupil, neatly and correctly, and copied again and again until it can be written, from dictation, in five minutes.

The copy book accompanying the Manual contains the exercise with blank lines following together with instructions how to use.

WRITING EXERCISE.

He said they were his ships. The things ought to reach you in four days. It was for Mary's good he let her go to the city. James could speak two languages. He was at Jack's house three times each day. It is to the gentleman's advantage to come here for a short time. He will convey to the counsel all the papers in the case. We will accommodate him by letting Joe accompany him to the village. They are to come here the first day of each week. They concede he was right in what he did. He comes to the city five times a year. James will do well if he does what he says he can. It is said they are going to charge each a dollar but we think it is too much. The sayings of the king were well thought of by the people. Rob gives eight dollars to George and says it is all he can do this year. They will sell six tickets for the show to night. Jane will bring the things the first time she comes home. We were with him at the time. J. M. Smith says they will bring an action on the fifth of May. On this occasion he thought well of what was said. J. C. Black will be in the city the first of the year. John will be paid eight dollars for the work he has done. It is Mary's book and she can give it to Jane. I will accompany him on the journey. It is for us to say what shall be given. God is as good as He is great. They said they would be at his house the first of the week.

QUESTIONS FOR REVIEW—SEVENTH LESSON.

How is the plural number and the possessive case of a noun indicated? The third person singular of a verb in the present tense? What prefixes are expressed by a light dot? What one by a heavy dot? Are

these prefixes written before or after the balance of the word? What affixes are expressed by a light dot at the end of a word? What affix by a heavy dot? How is ing expressed in words of one syllable? Is it allowable to write S in the right oblique or vertical direction? How is the affix shon expressed? What initials must be written in longhand? How may proper names be indicated? What two figures when standing alone must be written in shorthand? What punctuation marks differ from those in longhand? What six words may be joined to a preceding word by S? How is selves expressed when joined? What is phrase writing?

EIGHTH LESSON.

OMISSION OF VOWELS—OMISSION OF CONSONANTS.

When you completed the fifth lesson you were supposed to be able to write any word in the English language, but the long words, those difficult of formation, and those of frequent occurrence, must necessarily be abbreviated in order to attain great speed in writing. The principles of abbreviation are: Word signs, signs to represent syllables and combined consonants, the omission of letters.

In the sixth lesson you had an illustration of the word signs and the abbreviation for two or three syllables at the beginning and end of words. Each lesson is, in fact, the presentation of some new principle for shortening words, and the one presented in this lesson is that of the omission of vowels and consonants, a principle that can be applied in the writing of thousands of words without in any way endangering the legibility of words if so written.

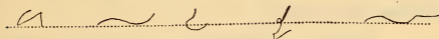
OMISSION OF VOWELS.

64. There are no general rules for the omission of vowels, however, one that would be as near such a rule is the following: Frequently omit short vowels at the beginning, middle, and end of words, unless their insertion would enable the writer to form an outline more readily, or where their omission would endanger legibility. Under this principle thousands of words can be written without inserting a single vowel, at least not more than one or two even in quite long words, as illustrated in the words below.

fence	suffer	gem	lesson	cover
F-N-S	S-F-R	J-M	L-S-N	K-V-R

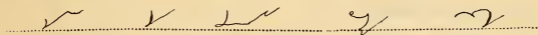


finish	bill	car	Jackson	build
F-N-SH	B-L	K-R	J-a-K-S-N	B-L-D



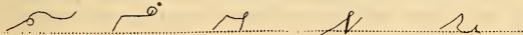
65. A few special rules for the omission of vowels are the following: In the middle of words omit short *u* and short *oo* before N, M, K, and G.

summer	gum	Cadmun	irksome	popgun
S-M-R	G-M	K-a-D-M-u-N	e-R-K-S-M	P-o-P-G-N



66. When *in*, *en*, *un*, *im*, and *em*, begin words omit the initial vowel.

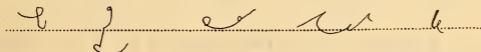
unable	endow	enrich	imagine	increase
N-A-B-L	N-D-OU	N-R-i-CH	M-a-J-N	N-K-R-R-S



(a) In order to make a clear distinction between such words as material and immaterial, moderate and immoderate, mortal and immortal, it will be necessary to insert the vowel.

67. Where two vowels come together, not forming a pure diphthong, omit the unaccented vowel.

ratio	actual	alien	influence	joyous
R-A-SH-O	a-K-CH-u-L	A-L-e-N	N-F-L-u-N-S	J-O-I-S



OMISSION OF CONSONANTS.

68. A general rule for the omission of consonants would be: omit any consonant that is not distinctly heard in ordinary pronunciation, or such as would, if inserted, prevent an otherwise fluently written outline.

69. Specific rules for the omission of consonants are as follows: D may be omitted when immediately followed by M, V, or J.

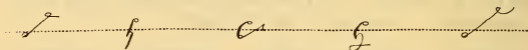
admit
a-M-i-T

adjudge
a-J-u-J

advance
a-V-a-N-S

advocate
a-V-O-K-A-T

admire
a-M-I-R



70. T and D may be omitted when final and not distinctly sounded.

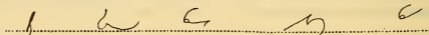
just
J-u-S

cold
K-O-L

fittest
F-i-T-e-S

inspect
N-S-P-K

find
F-I-N



71. R may be omitted when immediately preceded by the vowel AH and followed by K or any straight line consonant.

mark
M-AH-K

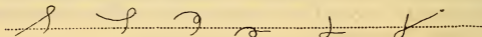
lark
L-AH-K

park
P-AH-K

part
P-AH-T

cart
K-AH-T

charming
CH-AH-M:ing



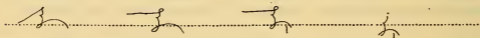
72. Omit R in scribe and scription.

inscribe
N-S-K-I-B

describe
D-e-S-K-I-B

description
D-S-K-i-P:shon

conscription
con:S-K-i-P:shon



73. Frequently omit the sound of W in the middle of words.

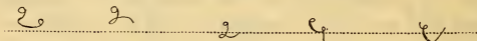
equally
E-K-L-i

equip
E-K-i-P

acquire
a-K-I-R

anguish
a-NG-i-SH






sanguine
S-a-NG-N







(a) Noting that qu and gu have the sound of kw and gw the outlines for the above words with the

K and G, and the omitting of the w sound, will be readily understood.

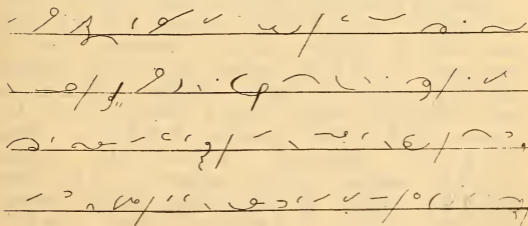
74. Omit R when it is the last sound in a word and preceded by the diphthongs I and U.

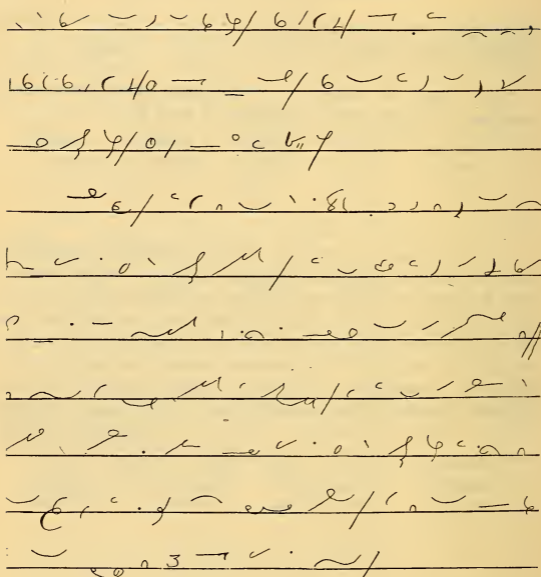
require	inquire	perspire	procure	secure
R-e-K-I	N-K-I	P-R-S-P-I	P-R-O-K-U	S-e-K-U
				

75. The learner need not confine himself to the omission of vowels and consonants as outlined in the lesson, but he can omit them to any extent that will not endanger legibility, but to what extent this can be done can be determined only by practice and his ability to read words by the aid of the context where the outline of a word is incomplete. In many words where the first or first two syllables are written in full, that is, all the vowels and consonants inserted, the balance of the word can be omitted or materially abbreviated, thus:

peculiar	metaphysical	equivalent	especial
P-e-K-U	M-e-T-a-F-i-S	e-K-i-V	e-S-P-i-SH
			

READING EXERCISE.





WRITING EXERCISE.

Mark, M-R-K; marl, M-R-L; deity, D-E-T-i; ratio, R-A-SH-O; royal, R-OI-L; furnace, F-R-N-S; summit, S-M-i-T; Sunday, S-N-D-A; summon, S-M-u-N; winsome, W-i-N-S-M; index, N-D-i-K-S; engage, N-G-A-J; uncap, N-K-a-P; include, N-K-L-U; inhale, N-H-A-L; image, M-A-J; foliage, F-O-L-A-J; creator, K-R-E-T-R; treatise, T-R-E-T-s; variety V-a-R-I-T-i; admonish, a-M-o-N-S-H; adjoin, a-J-OI-N; advice, a-V-I-S; adjust, a-J-u-S; finest, F-I-N-S; coldest, K-O-L-S; best, B-e-S; modest, M-o-D-S; corrupt, K-AW-R-u-P; dark, D-AH-K;

Clark, K-L-AH-K; arch, AH-CH; arctic, AH-K-T-i-K;
 scribe, S-K-I-B; desire, D-e-S-I; aspire, a-S-P-I; ac-
 quire, a-K-I; epicure, e-P-i-K-U; requisite, R-i-K-S-T;
 inadequate, N-a-D-e-K-e-T; acqueduct, a-K-e-D-u-K.

After the pupil has written the following exercise, and corrections made by the teacher, it is to be copied as many times as may be necessary to enable the pupil to write it neatly and correctly, in one minute and a half.

John Brown, Lima, O. Dear Sir: Please make out your bill for last month and we will arrange to pay it by the first of May. We hope our delay in paying the sum due will in no way embarrass you. It is our desire to make up for any loss the delay may have caused you, as we know this is the way you would do by us. We thank you for waiting on us so long and will see that a delay of this kind does not occur again. James & Smith.

QUESTIONS FOR REVIEW—EIGHTH LESSON.

Each new lesson is the presentation of what? What is the principle of abbreviation in this lesson? What vowels may frequently be omitted? Before what four letters may short u be omitted? Before what five initial syllables may the vowel be omitted? How is the distinction made between "material" and "immaterial" and other negative forms? When two vowels come together not forming a pure diphthong which one is omitted? What is the general rule for the omission of consonants? D may be omitted before what three consonants? When may T and D be omitted? R is omitted when preceded by the vowel AH and followed by what consonant? Omit R in what two syllables? Where is the sound of W frequently omitted? Qu and gu have the sound of what letters? Omit R when it is the last sound in a word and preceded by what two diphthongs? What is the general rule for abbreviation under section 75?












NINTH LESSON.

THE LENGTHENING AND SHORTENING PRINCIPLE.

Every word in the English language is composed of one, two, or more syllables, and that system of shorthand which can express these syllables and parts of syllables the most readily, and at the same time can be easily and quickly written, possessing great speed with legibility, is to be preferred to one lacking these characteristics. This lesson is a further illustration of the contracting power of Standard Shorthand as shown by the principles presented in the following sections:

LENGTHENING.

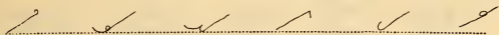
76. Lengthening J, CH, SH, F, V, K, G, and the right-hand vertical S, made as long as the letter B, adds L to the letters so lengthened. The principle is also used in words with a slightly sounded short vowel between the letter lengthened and the L, but words with long vowels and diphthongs should be written in full. Lengthening SH also implies *tional* (pronounced shonel) as in national and additional. The names of the syllables indicated by lengthening are as follows: Jel, Chel, Shel, Fel, Vel, Kel, Sel, SHonel.

jelly	bachelor	bushel	flee	slow	evil
Jel-i	B-a-Chel-R	B-u-SHel	Fel-E	Sel-O	E-Vel
					
fickle	glow	apostle	national	additional	
F-i-Kel	Gel-O	a-P-o-Sel	N-a-SHonel	a-D-i-SHonel	
					

77. Lengthening M represents the syllables Men and Mem. With few exceptions only short vowels are used in these syllables; if the vowel is i the syllable

is Min; if a, Man; if o, Mon; if u, Mun, etc. If the vowel is a distinctly sounded long vowel it must be inserted as in Maine, mean, moan, etc.

many	remain	Roman	mention	omen	mean
Men-i	R-e-Men	R-O-Men	Men-shon	O-Men	M-E-N



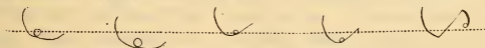
78. Lengthening NG expresses NK and is pronounced by prefixing to the NK sound the vowel preceding, as illustrated below.

sink	junk	lank	bank	pink	crank
S-iNK	J-uNK	L-aNK	B-aNK	P-iNK	K-R-aNK



79. Lengthening W expresses wh as illustrated in the words below.

wheel	whale	whine	whence	whimsy
Wh-E-L	Wh-A-L	Wh-I-N	Wh-N-S	Wh-M-Z-i



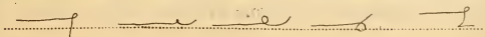
80. Lengthening the left-hand vertical S to the length of B or L expresses the triple consonants *str*, with or without a short vowel between the s and t. The syllable name of this combination is Ster.

strap	faster	Chester	string	strong
Ster-a-P	F-a-Ster	CH-e-Ster	Ster-i-NG	Ster-AW-NG



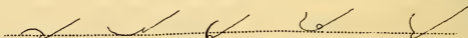
81. Lengthening D expresses Det, which, although rarely a syllable, is used to advantage where the combination is at the beginning of a word.

detach	debtor	detail	detain	detect
Det-a-CH	Det-R	Det-A-L	Det-A-N	Det-e-K-T



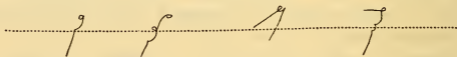
82. When *p* is the last consonant in a word and is preceded by *m*, express the *p* by lengthening the M, making it nearly the length of two M's. The syllable name is indicated by prefixing the vowel to the Mp as illustrated below.

pump	lump	vamp	cramp	thump
P-uMp	L-uMp	V-aMp	K-R-aMp	TH-uMp



83. Words ending in *tual*, pronounced nearly like chual, are expressed by lengthening CH, the syllable name being CHel.

actual	effectual	mutual	textual
a-K-Chel	e-F-e-K-Chel	M-U-Chel	T-e-K-S-Chel



84. The position of the double-length stroke written downward is as follows: 1st position, on the line or extending a trifle below; 2nd position, half above and half below; 3rd position, three-fourth below. The double length-stroke written upwards is the same as for the full-length, above the line, on the line, and through the line.

Position in this section has reference to words where the double-length stroke expresses the only consonants in the word, or the addition of one other consonant; position always has reference to short outlines.

SHORTENING.

85. Another principle of abbreviation is that of shortening—making half length some of the consonants to add R. The letters that are shortened to add R are the following: J, CH, SH, V, and G, and the syllable names of the same are Jer, CHer, SHer, Ver, Ger.

badger	poacher	voucher	Gregg	Shriek
B-a-Jer	P-O-CHer	V-OU-CHer	Ger-e-G	SHer-E-K

[Handwritten shorthand symbols for the words above, showing the 'SH' shortening.]

86. Words ending in *sure*, although more generally pronounced like *zhur*, is expressed by shortening SH, that is, the syllable SHer.

measure	leisure	composure	censure	pressure
M-e-SHer	L-E-SHer	com:P-O-SHer	S-e-N-SHer	P-R-e-SHer

[Handwritten shorthand symbols for the words above, showing the 'SH' shortening.]

87. Words ending in *ture*, pronounced generally *chur*, are expressed by shortening CH, that is, the syllable CHer.

feature	fracture	creature	lecture	conjecture
F-E-CHer	F-R-a-K-CHer	K-R-E-CHer	L-e-K-CHer	con:J-e-K-CHer

[Handwritten shorthand symbols for the words above, showing the 'CH' shortening.]

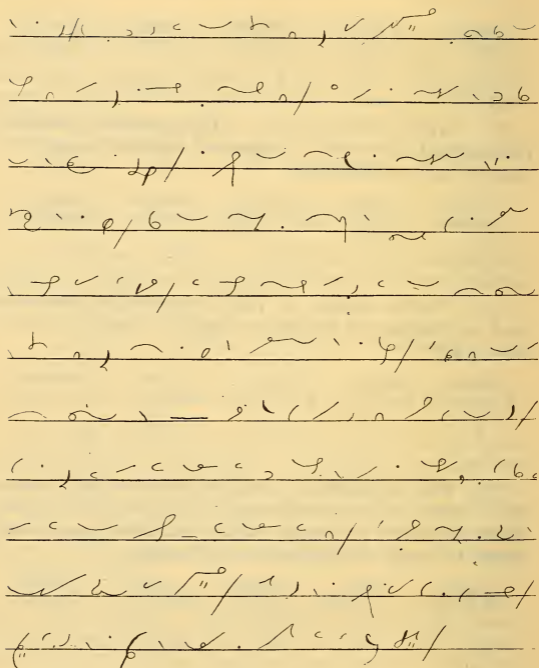
88. The syllables *ed*, *ded*, *ted*, terminating words, are expressed by shortening T, making that letter about one-third its usual length, and when more convenient it may be disjoined as in heated.

waited	loaded	mended	wasted	heated
W-A-Ted	L-O-Ded	Men-Ded	W-A-S-Ted	H-E-T:eD

[Handwritten shorthand symbols for the words above, showing the 'T' shortening and disjoining.]

READING EXERCISE.

[Handwritten shorthand practice lines showing various words and symbols.]



Practice reading the above sentences until every word can be spoken as readily as if the exercise had been written in longhand, then copy, neatly and correctly, four times.

WRITING EXERCISE.

shallow, Shel-O; bushel, B-u-Shel; claim, kel-A-M; oval, O-Vel; pickel, P-i-Kel; glee, Gel-E; official, o-F-i-Shel; flow, Fel-O; slight, S-L-I-T; money, Mun-i; minute, Min-i-T; Monday, Mun-D-A; human,

H-U-Man; menace, Men-A-S; Memphis, Mem-F-i-S; month, Mun-TH; eminence, e-Men-e-N-S; nominate, N-o-Men-A-T; manage, Man-A-J; rink, R-iNK; Fink, F-iNK; Clark, Kel-AH-K; clank, Kel-aNK; rank, R-aNK; Link, L-iNK; wheat, Wh-E-T; white, Wh-I-T; whack, Wh-a-K; whiff, Wh-i-F; Whig, Wh-i-G; pester, P-e-Ster; lobster, L-o-B-Ster; muster, M-u-Ster; Lester, L-e-Ster; fester, F-e-Ster; punster, P-u-N-Ster; stride, Ster-I-D; stream, Ster-E-M; stripe, Ster-I-P; banister, B-a-N-Ster; Ditmer, Det-M-R; detention, Det-N-shon; detail, Det-A-L; detainee, Det-N-U; detect, Ded-e-K-T; clump, Kel-uMP; dump, D-uMP; jump, J-uMP; slump, Sel-uMP; rump, R-uMP; punctual, P-uNK-CHel; spiritual, S-P-R-i-CHel; ritual, R-i-CHel; dodger, D-o-Jer; perjure, P-R-Jer; injure, N-Jer; lodger, L-o-Jer; filcher, Fel-CHer; preacher, P-R-E-CHer; clincher, Kel-N-CHer; watcher, W-o-CHer; shrine, SHer-I-N; shrink, SHer-iNK; shroud, SHer-OU-D; verify, Ver-i-F-I; verily, Ver-i-L-i; verbena, Ver-B-E-N-a; grim, Ger-i-M; green, Ger-E-N; Greek, Ger-E-K; figure, F-i-Ger; closure, Kel-O-SHer; comparison, com:P-R-S-N; compressure, com:P-R-e-SHer; censure, S-N-SHer; treasure, T-R-SHer; creature, K-R-E-CHer; conjecture, con:J-e-K-CHer; venture, V-N-CHer; structure, Ster-u-K-CHer; feature, F-E-CHer; ended, N-Ded; omitted, O-M-i-Ted; collected, Kel-e-K-Ted; effected, e-F-K-Ted; annihilated, a-N-I-L-A-Ted; candid, K-a-N-Ded; aided, A-D:eD; nomenclature, N-O-Men-Kel-A-CHer.

Do you think you could meet us some day this week at the south side of the city? If he will be a good boy we will purchase for him a wheel and lamp. The ship sank in mid ocean and all the passengers were lost. He will be here in time for the lecture this evening. The boy hit the tramp a whack with the whip. In making up the party on the last of the month she will

see to the details. In going to the village James ran faster than John. The debtor said he would put the money in the bank. They will remain at home for some time.

After the sentences in the above exercise have been written and corrected they should be copied, neatly and correctly, until the same can be written, from dictation, in one minute and a half.

QUESTIONS FOR REVIEW—NINTH LESSON.

Name the eight consonants that are lengthened to add L. Give the syllable names. SH may be lengthened to add what additional syllable? Lengthening M adds what two syllables? What class of vowels are used between M and N? Lengthening NG expresses what? Lengthening W adds what letter to W? Making the left-hand S as long as B or L expresses what? What is the syllable name indicated by lengthening S? Lengthening D at the beginning of a word expresses what syllable? When P and B are the last consonants in a word how may these letters be expressed if preceded by M? Words ending in *tual*, pronounced like chual, are expressed how? What is the first position of a double-length stroke written downward? The second position? the third position? What is the position for double-length strokes written upward? Name the letters that are shortened to add R. Words ending in *sure*, generally pronounced like zhur, is expressed how? Words ending in *ture*, generally pronounced like chur, is expressed how? The syllables ed, ded, and ted, terminating words, are expressed how? Lengthening the shaded ticks adds what letter?

TENTH LESSON.





































WORD-SIGNS OF ONE CONSONANT WITH VOWELS.

The word-signs presented in this lesson is another list of words of frequent occurrence, the learning of which should now claim your attention until they are as thoroughly mastered as the lists in the sixth lesson. The method of learning the signs has already been presented and the same should be followed in every particular.

Not all but the majority of the signs are written according to the position of the first vowel of the word, and some are not word-signs but words written in full, being presented in the list because of their frequent occurrence in the ordinary work of the stenographer. The order of arrangement is that of the consonant signs as presented in the table of consonants in the first lesson, followed by an alphabetical list of sign-words for convenient reference. The dictation of the signs from one or

both lists must be continued until, as in the lists in the sixth lesson, each sign can be written, neatly, quickly, correctly, and each in its proper position, as readily as the words would be spoken by a good reader.

89. WORD-SIGNS.

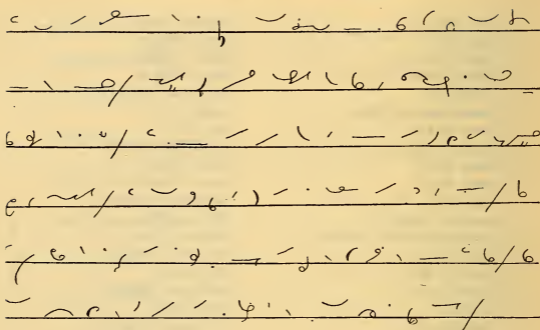
 ought, AW-T ¹	 woman, OO-Men ²
 doctor, d ¹ -o	 women, OO-Men ¹
 done, D ² -N	 memory, memorandum-a, Men ² -O
 down, D ² -OU	 jury, J ³ -OO
 due-ring, D ² -U	 assure, a-SH ³ -OO
 advertise-ed-ment a-D ³	 usual-ly, OO-SH ³
 now, N ² -OU	 wish, i-SH ¹
 when, e-N ²	 up, u-P ²
 new, knew, N ² -U	 hope, O-P ²
 on, o-N ¹	 power, P ² -OU
 one, OO-N ³	 object, o-B ¹
 may, M ² -A	 about, a-B ³
 man, Men ²	 beauty, B ² -U
 men, Men ¹	 body, B ¹ -o
 under, u-N ²	 while, I will, I-L ¹
 any, N ² -i	 highly, I-L ¹ -i
 anything, N ² -i:ing	 arrive-ed-al, a-R ³ -I
 immediate-ly, i-M-e ¹	 her, e-R ²

6.....	favor, F ² -A	6.....	forenoon, F ² -OO
f.....	half, after, a-F ³	9.....	acknowledge-ed. a-K ²
l.....	fill-ed, Fel ¹	9.....	care, K ³ -a
l.....	follow-ed, fell, Fel ¹ -O	9.....	equal, E-Kel ¹
l.....	full-y, Fel ³	9.....	ago, a-G ²
l.....	avoid-ed-ance, a-V ³ -OI	6.....	them. TH ² -e
l.....	value, Vel ³	6.....	they, TH ² -A
l.....	over, O-Ver ²	6.....	that, TH ³ -a
6.....	every, V ¹ -i	6.....	without, TH ² -OU
6.....	very, Ver ² -i	6.....	thousand, TH ³ -OU
l.....	whatever, what-V ¹	6.....	where, W ² -a
l.....	whoever, who ² -V	6.....	aware, a-W ² -a
l.....	afternoon, a-F ³ -OO	6.....	high H-I ¹

90. THE ABOVE LIST OF WORD-SIGNS ALPHABETICALLY ARRANGED—WITH NOMENCLATURE.

about, a-B³
 acknowledge-ed, a-K²
 advertise-ed-ment, a-D³
 afternoon, a-F³-OO
 after, a-F³
 ago, a-G²
 any, N²-i
 anything, N²-i:ing
 arrive-ed-al, a-R³-I
 assure, a-SH³-OO
 avoid-ed-ance, a-V³-OI
 aware, a-W²-a
 beauty, B²-U
 body, B¹-o

care, K³-a
 doctor, D¹-o
 done, D²-N
 down, D²-OU
 due-ring, D²-U
 every, V¹-i
 equal, E-Kel¹
 favor, F²-A
 fell, Fel²
 fill-ed, Fel¹
 follow-ed, Fel¹-O
 forenoon, F²-OO
 full-y, Fel³
 half, a-F³



Practice reading the above sentences until every word can be spoken as readily as if the exercise had been written in longhand, then copy, neatly and correctly four times.

WRITING EXERCISE.

It is to the advantage of the party to come to the city at this time. The jury will meet on the first of February. He has the power to bring them here but we fear he will not do it. When did you see the judge? We acknowledge the debt and will pay on Wednesday the 14th. We will let you know of our arrival, which will be about the middle of next week, at least we think so. We are waiting to hear about your bill which is now long past due. If the goods were not all right we would like to make them so, and if they were, you should settle for them without delay. We would be pleased to have you take the agency in your city for our crackers; we are having a large sale on these goods and you could make some money by selling them. Should you feel disposed to sell our goods we will make you an offer which would be to your advantage, and in addition to this we would advertise you in your city, and would do all in our

power to enable you to make large sales. I would not like to mention his name as he has many friends in this city whom it might displease.

After the sentences in the above exercise have been written and corrected they should be copied, neatly and correctly, until the same can be written, from dictation, in four and one-half minutes.

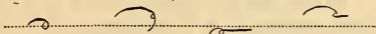
ELEVENTH LESSON.

SHADING—COMBINED CONSONANTS.

Combined consonants, or the combining of consonants, is the expressing of two or three consonants, not forming a complete syllable, by one movement of the pen, as *pl* in *play*, *pr* in *pray*, *st* in *stop*, *str* in *strike*, *kw* (*qu*) in *quick*, etc. As these combinations are always used as parts of syllables, we have not placed them under separate heads, but in such order in the combining of the two as will best illustrate these additional principles of abbreviation.

91. Shading *P*, *B*, *T*, *D*, adds *l* to these letters. The syllable names of the letters shaded are as follows: *Pel*, *Bel*, *Tel*, *Del*, and the same are illustrated in the following words.

play	black	paddle	bottle
Pel-A	Bel-a-K	P-a-Del	B-o-Tel



92. Shading *R* and *L*, add *t* or *d*. The names of the syllables are *Art*, *Ard*, *Elt*, *Eld*, according to the letter implied by the shading.

court	hard	wild	old	colt	dart
K-O-Art	H-AH-Ard	W-I-Eld	O-Eld	K-O-Elt	D-Art



93. Shading TH adds r, and when pronounced, as it always is, in connection with TH, is called *Ther*.

father	whether	mother	throw
F-AH-Ther	Wh-e-Ther	M-u-Ther	Ther-O

The symbols are written on a dotted line. 'father' is a short horizontal line followed by a downward tick. 'whether' is a short horizontal line followed by a downward tick with a small loop. 'mother' is a short horizontal line followed by a downward tick with a small loop. 'throw' is a short horizontal line followed by a downward tick with a small loop.

94. A shaded tick (a very short line), written downward in any slanting direction, expresses the combination *pr* and *br*, and the syllables *per* and *ber*, or similar sounds as *bor* in labor, and *par* in pardon, etc.

pride	bright	labor	permit	lumber
pr-I-D	br-I-T	L-A-ber	per-M-i-T	L-u-M-ber

The symbols are written on a dotted line. 'pride' is a short horizontal line followed by a downward tick. 'bright' is a short horizontal line followed by a downward tick with a small loop. 'labor' is a short horizontal line followed by a downward tick with a small loop. 'permit' is a short horizontal line followed by a downward tick with a small loop. 'lumber' is a short horizontal line followed by a downward tick with a small loop.









95. A vertical shaded tick expresses the combination *tr* and *dr*, and the syllables *ter* and *der*. The advanced writer also uses the tick for the syllables *tor* and *dor*.

trade	drop	fetter	ladder	tornado
tr-A-D	dr-o-P	F-e-ter	L-a-der	tor-N-A-D-O





The symbols are written on a dotted line. 'trade' is a short horizontal line followed by a vertical downward tick. 'drop' is a short horizontal line followed by a vertical downward tick with a small loop. 'fetter' is a short horizontal line followed by a vertical downward tick with a small loop. 'ladder' is a short horizontal line followed by a vertical downward tick with a small loop. 'tornado' is a short horizontal line followed by a vertical downward tick with a small loop.

(a) When the first down stroke of a short word in the third position is a short line, as S or one of the ticks, and the next consonant a horizontal, it is better to write it below the line as in ladder, sat, trap, and similar short words in that position.






(b) The lengthening of the shaded ticks to add L is used to advantage in the writing of many words as illustrated below. The left oblique dash only can be used for lengthening.

April A-prel	liberal L-i-brel	corporal K-AW-R-prel	umbrella u-M-brel-a
			
central S-e-N-trel	material M-a-trel	federal F-e-drel	literal L-i-trel
			






96. The syllables *pre* and *pro* are expressed by a *light tick* written downward in any slanting direction, *pre* being written *above* the line when it begins a word, and *pro*, *on* the line.

prevail pre-V-A-L	precede pre-S-E-D	proceed pro-S-E-D	provide pro-V-I-D
			

97. The combined consonant sounds *kw*, generally expressed in the common print by *qu*, is indicated by writing *K vertical*, instead of its ordinary slant.

quick Kw-i-K	quail Kw-A-L	quarter Kw-AW-ter	acquire a-Kw-I	queen Kw-E-N
				

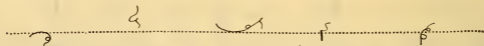
98. At the beginning of words, and occasionally in the middle, the combined letters *def*, *tif*, *dev*, and *div*, although not always forming a syllable, are expressed by slanting *D* downwards. *Tive*, in the middle of and ending words, is expressed in the same way.

defeat Def-E-T	devote Dev-O-T	divide Div-I-D	edifice e-Def-i-S	native N-A-Tiv
				

99. *Ses*, *sus*, *ces*, *sys*, and similar syllables, consisting of two *s* or *z* sounds; or an *s* and *z*, with a short

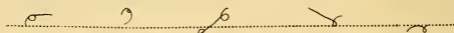
vowel between, may be expressed by two S's written in opposite directions, but occasionally it will be necessary, where a vowel follows the second S, to represent the syllable by two S's in the same direction, as in cessation. The name of the syllable is Ses.

passes	causes	lenses	sister	cessation
P-a-Ses	K-AW-Ses	L-e-N-Ses	Ses-ter	Ses-A-shon



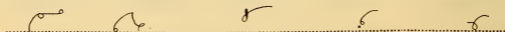
100. The combined consonants *st* and *zd* are expressed by a short curved line written upwards; it is practically the letter S except as to the direction in which it is written. The syllable name is *Steh*.

state	stick	amazed	divest	past
Steh-A-T	Steh-i-K	a-M-A-Steh	Dev-e-Steh	P-a-Steh



101. The combined consonants *nt*, *mt*, *nd*, *md* are expressed by joining NT and MD without an angle, that is a curve, the line for the same being written *upward*. A vowel always precedes these combinations, but the same, if an initial short vowel, is generally omitted except in short words as end, aunt, command, hunt, etc., but initial long vowels and diphthongs must be inserted. The vowel preceding these letters in the middle of words is generally written. The syllable names are eNt, eMt, eNd, eMd, the lines being somewhat longer for the last two.

entity	endwise	dreamed	commend	sent
eNt-i-T-i	eNd-W-J-S	der-E-eMd	com:e-eNd	SeNt

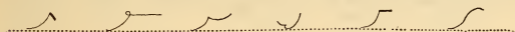


(a) Z, when it does not begin a word, may often be expressed by S, as in endwise; no trouble is ever experienced in frequently substituting S for Z, but

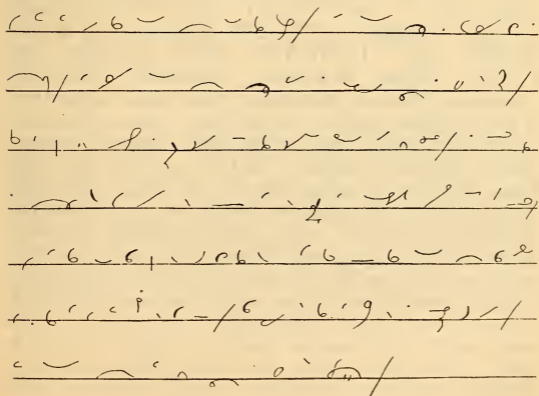
when the latter begins a word it must be written with its own sign.

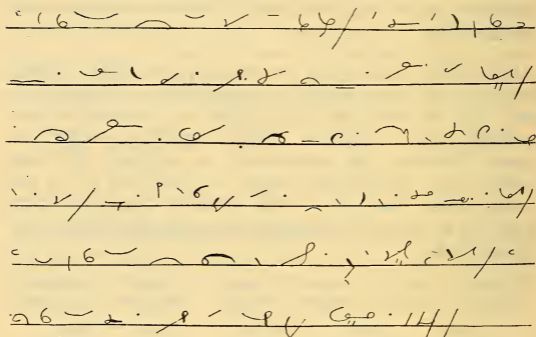
102. The consonants *tn*, *tm*, *dn*, *dm*, with vowels between the two letters, is expressed by joining TN and DN without an angle, that is a curved stroke, writing the line *upward*. With few exceptions the vowel between the consonants is omitted, but long vowels and diphthongs must be inserted as in the words *deem*, *tine*, etc. The syllable names are Ten, Tem, Den, Dem, the lines being somewhat longer for the last two.

temper	timid	tenor	sudden	dental	demand
Tem-per	Tem-i-D	Ten-R	S-u-Den	Den-Tel	Dem-eNd



READING EXERCISE.





WRITING EXERCISE.

apple, a-Pel; bleak, Bel-E-K; abolish, a-Bel-i-SH;
 title, T-I-Tel; label, L-A-Bel; puddle, P-u-Del; de-
 light, Del-I-T; fort, F-O-Art; port, P-O-Art; held,
 H-e-Eld; availed, a-V-A-Eld; hardware, AH-Ard-
 W-a-R; lard, L-AH-Ard; rolled, R-O-Eld; jolt
 J-O-Elt; rather, R-a-Ther; Thurman, Ther-Men;
 through, Ther-O; thermal, Ther-M-L; smoother,
 S-M-OO-Ther; bather, B-A-Ther; prate, Per-A-T;
 press, per-S; preacher, per-E-CHer; supper, S-u-per;
 price, per-I-C; paper, P-A-per; pardon, per-Den;
 brag, ber-a-G; brought, ber-AW-T; bring, ber-i-NG;
 dauber, D-AW-ber; barber, B-AH-ber; berth, ber-TH;
 slumber, Sel-M-ber; tripe, ter-I-P; drink, der-iNK;
 later, L-A-ter; determine, D-ter-Men; trade, ter-A-D;
 detractor, D-ter-a-K-ter; prefer, pre-F-R; prefix, pre-
 F-K-S; preside, pre-S-I-D; appreciate, a-pre-SH-A-T;
 protect, pro-T-e-K; appropriate, a-pro-pre-A-T; pro-
 vide, pro-V-I-D; preside, pre-S-I-D; queer, Kw-E-R;
 quilt, Kw-i-Elt; quake, Kw-A-K; differ, Def-e-R;
 diffident, Def-i-Den-T; edify, e-Def-I; division, Def-i-

shon; activity, a-K-Tiv-i-T-i; testify, T-e-S-Tef-I; positive, P-o-S-Tive; dative, D-A-Tiv; objective, ob-ject:Tiv; sister, Ses-ter; system, Ses-Tem; suspicious, Sus-P-i-SH; possess, P-o-Ses; laces, L-A-Ses; stop, Steh-o-P; steady, Steh-e-D-i; taste, T A-Steh; jest, J-e-S-T; stile, Steh-I-L; aimed, A-eMd; rent, R-e-eNt; entrance, eNt-R-a-N-S; prompt, per-o-eMt; camped, Ka-eMt; attendance, a-Ten-Den-S; tendency, Ten-Den-S-i; temper, Tem-per; denial, Den-I-L; demolish, Dem-o-L-i-SH; damage, Dem-A-J, madden, M-a-Den; maiden, M-A-Den; maintain, Men-Ten.

We have your favor of the 8th and would say, you may purchase for us, and ship by railway, one barrel of sugar, two barrels of rice, four tubs of butter, one keg of pickels, and twenty-five boxes of pepper. If for any reason you are unable to make the purchase please let us know at once. Our check for \$86.00 will go by first mail. We hope you will give prompt attention to the shipping of the goods mentioned above; in doing so you will oblige.

After the above letter has been written and corrected practice copying it until it can be written, from dictation, neatly and correctly, in one minute and a half.

QUESTIONS FOR REVIEW—ELEVENTH LESSON.







What do we understand by combined consonants? What four letters are shaded to add r? Give the syllable names. What two letters are shaded to add t and d? Give the syllable names. Shading TH adds what letter? Give the syllable name? What do we understand by z "tick" when applied to shorthand? A shaded tick written downward in any slanting direction expresses what combination of consonants and what two syllables? A vertical shaded tick expresses what combination of consonants? Give the syllable names. What two additional syllables may the advanced writer express by the same sign? How is the combination kw expressed? How are the syllables def, tif, dev, and div, expressed? What syllable is expressed by the same sign at the end of a word? How are the syllables ses, sus, ces, sys expressed? The combined consonants st and zd may be expressed how? NT and MD joined without an angle and written up as a curve express what syllables? TN and DN joined and written up as a curve express what syllables?

TWELFTH LESSON.







VOWELS COMBINED WITH CONSONANTS.

The combining of vowels and consonants by initial and final circles, loops, and hooks, is another admirable method of shortening words, the same adding greatly to the ease and speed in writing many of the frequent occurring words.

103. Reversing the large circle vowels E, A, AH, and the small circle vowels i, e, a, at the beginning of straight line consonants, prefixes s to the vowel. In order to distinguish S and the vowel as separate letters from s combined with a vowel, the latter are named sE, sA, sAH, for the large circles, and si, se, sa, for the small circles, and the same are pronounced together and not as separate letters.

seat	same	psalm	sit	said	satchel
sE-T	sA-M	sAH-M	si-T	se-D	sa-CHel
					

104. Reversing the large hook vowels AW, O, OO, and the small hook vowels o, u, oo, at the beginning of straight line consonants, prefixes s to the vowel. The names given to the hook vowels and consonants combined in one sign is as follows: for the large hooks, sAW, sO, sOO, and for the small hooks, so, su, soo, and the same are spoken together and not as separate sounds.

sought	sowed	summer	such	sod	supper
sAW-T	sO-D	su-M-R	su-CH	so-D	su-per
					

105. Writing an initial loop on straight line consonants, either side, according to convenience, and on

the inside of curved consonants, prefixes *ex*. When *ex* occurs in the middle or at the end of a word, or when initially it is followed by a distinct vowel sound, it is expressed by *e* and vertical *S*, the right or left hand *S* being used according to convenience, as in *perplex* and *exhale*. The name *ex* is used whether the sound is expressed by the loop or *e-S* (vertical *S*); the writer readily determining the proper form from the rule given above.

examine	example	extall	exchange	exchequer
ex-a-Men	ex-M-Pel	ex-T-AW-L	ex-CH	ex-CH-K-R

explain	expose	extend	perplex	exhale
ex-pel-N	ex-P-O-S	ex-Ten-D	per-Pel-ex	ex-A-L

In addition to the method of implying *t* and *d* by shading *R* and *L*, there is presented in this lesson the principle of representing them, when final, in connection with a preceding vowel.

106. Writing the hook and circle vowels, including the diphthong *OU*, on the reverse side of *straight* final strokes adds *t* and *d*; making the hooks and circles large for the long vowels, and small for the short vowels. In order to distinguish *t* and *d* represented by a stroke from the same letters expressed in connection with a vowel, are indicated in the nomenclature by the lower case *t* and *d*, and the two are to be pronounced as a syllable as shown in the illustrative words below.

toad	dot	note	jot	shod	doubt
T-Od	D-ot	N-Ot	J-ot	SH-od	D-OUt

date	debt	jet	Ned	cheat	shout
D-At	D-et	J-et	N-ed	CH-Et	SH-OUT

107. The expressing of t and d in connection with a circle vowel on a curved stroke, at the end of a word, is accomplished by simply making the vowel into a large loop for the large circle vowels, and into a small loop for the small circle vowels. The naming of the vowels, in connection with the t and d, and their pronunciation, is the same as in the section above.

late	plate	feet	paid	wait
L-At	Pel-At	F-Et	P-Ad	W-At

pet	light	fat	get	wit
P-et	L-It	F-at	G-et	W-it

108. While the expressing of t and d with a preceding vowel is intended for words ending in t or d, the principle may occasionally be used to advantage in the middle of words as shown in the illustrative words below.

political	Medway	threaten	perpetual
Pel-it-Kel	M-ed-W-A	Ther-et-N	per-P-et-CHel

109. When t and d are final and preceded by a hook vowel on a curved stroke, express the t and d by terminating the hook with a small dot; this is easily accomplished by pressing the pen upon the paper the instant the hook is completed. In the nomenclature, in order to indicate that t and d are to be expressed by a dot, they are printed in lower case letters, and in

connection with the vowel are to be pronounced as a syllable.

bought	load	food	vote	wood
B-AWt	L-Od	F-OOd	V-Ot	W-ud

pot	lot	Watt	abut	bud
P-ot	L-ot	W-ot	a-B-ut	B-ud

110. In endings where t and d are implied by making a preceding vowel into a loop, or the hook vowel by writing it on the reverse side of a straight line consonant, the plural number, possessive case, and the third person singular of a verb in the present tense, are indicated by adding S. In words ending in the loop, observe that the S is frequently formed by slightly extending the line forming the loop, as in the second line below.

notes	dots	shots	moods	jots
N-Ot-S	D-ot-S	SH-ot-S	M-OOd-S	J-ot-S

bats	rates	fits	waits	kites
B-at-S	R-At-S	F-it-S	W-At-S	K-It-S

111. On curved consonants, where the t and d are implied by ending the hook with a dot, the s is expressed by enlarging the dot.

lots	coats	yachts	loads	votes
L-ots	K-Ots	Y-ots	L-Ods	V-Ots

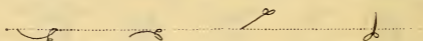
112. When ly or i end words preceded by a loop representing a circle vowel and t or d, express the termination by a small circle turned on the opposite side of the line.

laddie
L-ad-i

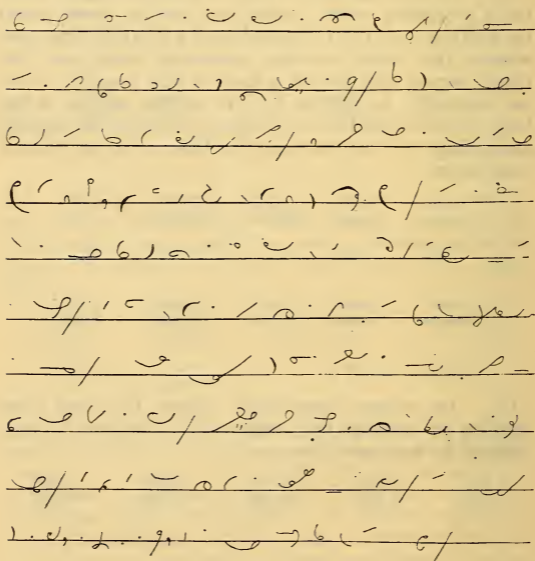
badly
B-ad-li

medley
M-ed-li

gladly
Gel-ad-li



READING EXERCISE.



WRITING EXERCISE.

sight, sI-T; seed, sE-D; seen, sE-N; siege, sE-J; side, sI-D; sign, sI-N; seem, sE-M; settle, se-Tel; saddle, sa-Del; simper, si-M-per; sadder, sa-der; sewed, sO-D; suds, su-D-S; soon, soo-N; somber, so-M-ber; sober, sO-ber; solder, so-der; sunrise, su-N-R-I-S; expel, ex-Pel; explode, ex-Pel-O-d; extension, ex-Ten-shon; exact, ex-a-K; exaggerate, ex-a-Jer-At; exclaim, ex-Kel-A-M; expert, ex-per-T; export, ex-P-O-Art; expose, ex-P-O-S; exculpate, ex-Kel-P-At; exhaust, ex-AW-S; prefix, pre-F-ex; affix, a-F-ex; vortex, V-AW-Art-ex; matrix, M-a-ter-ex; taught, T-AWt; toad, T-Od; dote, D-Ot; naught, N-AWt; note, N-Ot; Mott, M-ot; mud, M-ud; planet, Pel-a-N-et; dictate, D-i-K-T-At; mood, M-OOd; jut, J-ut; shoot, SH-OOt; tide, T-Id; deed, D-Ed; died, D-Id; date, D-At; need, N-Ed; night, N-It; terminate, ter-Men-At; meet, M-Et; mat, M-at; cheat, CH-Et; sheet, SH-Et; shed, SH-ed; paid, P-Ad; bid, B-id; bait, B-At; rate, R-At; ride, R-Id; late, L-At; fed, F-ed; evade, e-V-Ad; wed, W-ed; threat, Ther-et; gad, G-ad; separate, S-e-per-At; rabbit, R-a-B-it; debate, D-e-B-At; confide, dot:F-Id; reside, R-e-S-Id; Palatka, Pel-at-K-a; habitual, a-B-it-CHel; alphabetical, a-L-F-B-et-Kel; phonetic, F-O-N-et-K; witness, W-it-N-S; pot, P-ot; applaud, a-Pel-AWd; wrought, R-AWt; rut, R-ut; foot, F-oot; caught, K-AWt; coat, K-Ot; Watt, W-ot; dotes, D-Ot-S; notes, N-Ot-S; shoats, SH-Ot-S; motes, M-Ot-S; pats, P-at-S; leads, L-Ed-S; lights, L-It-S; waits, W-At-S; fates, F-At-S; slats, Sel-at-S; reads, R-Ed-S; fleets, Fel-Et-S; floats, Fel-Ot:dot; coats, K-Ot:dot; pots, P-ot:dot; boats, B-Ot:dot; floats, Fel-Ot:dot; flatly, Fel-at-li; madly, M-ad-li; lately, L-At-li; Getley, G-et-li.

REVIEW QUESTIONS—TWELFTH LESSON.

Reversing a circle vowel at the beginning of a straight line consonant prefixes what letter to the vowel? Give the names of the circle vowels with s prefixed. What letter is prefixed to the hook vowels by













reversing the hook at the beginning of a straight line consonant? Give the names of the hook vowels with s prefixed. Writing an initial loop on either side of a straight consonant prefixes what syllable? When ex occurs in the middle of a word, at the end, or is initially followed by a distinct vowel sound how is it expressed? Writing the hook and circle vowels on the reverse side at the end of straight line consonants adds what two letters to the vowel? How are t and d added to circle vowels on curved consonants? Is the loop for expressing t and d with a preceding vowel permitted in the middle of words? How are the letters t and d added to a hook vowel on a curve? When t and d are implied by a hook vowel on a straight line consonant how is the plural number and possessive case indicated? How is s added to a loop? How is s implied when the hook vowel ends with a dot? How are the terminations i and ly expressed when preceded by a loop?











































THIRTEENTH LESSON.











































WORD-SIGNS OF TWO CONSONANTS, WITH VOWELS— ARRANGED ALPHABETICALLY WITH NOMEN- CLATURE.

Another list of word-signs now claims your attention, a list of very frequent occurrence in commercial dictation, and the same must be learned as thoroughly as you are supposed to have mastered the preceding lists. The signs are very suggestive of the words for which they stand, and following the directions given in the sixth lesson they can be learned in a very short time.

113. WORD-SIGNS.

A	 address, a-der ³ -S
 able, A-Bel ²	 admit-ed-ance, a-M ³ -it
 above, B ² -V	 advice, advise-ed, a-V ² -I-S
 accept-ed-ation, a-K ² -S	 afterward, a-F ³ -Ard
 acceptable, a-K ² -S-Bel	 again, a-G ³ -N
 according-ly, a-K ² -R	 agree, a-Ger ³ -E
 account, a-K ² -T	

	agreeable-ly, a-Ger ³ -B		believe, B ¹ -L-E
	amount, a-eMt ³		Belong, B ¹ -L
	another, a-N ² -THer		bill, B ² -L
	answer, a-N ² -S		business, B ² -S
	anywhere, N ² -i-W-a	C	
	arrange-ed-ment, a-R ³ -A		cannot, K ³ -N
	arrive-al, a-R ³ -I		capable, K ² -Bel
	astonish-ed-ment, a-S ² -Ten		careful-ly, K ³ -a-F
	assure, a-Sher ³		cause, because, K ¹ -S
	at. all, Tel ³		character, K ³ -a-K
	author-ity, A W-Ther ¹		certain, S ² -Ten
	awhile, I ¹ -L		collect-ed-tion, Kel ² -K
	await, W ³ -At		convenient, con: V ² -eNt
B			combine-ed-ation, B ¹ -N
	balance, B ³ -L		commercial, com: R-SHel ²
	because, cause, K-S		communicate-ed, com: N ² -K-At
	become, B ² -K		communication, com: N ² -K-A-shon
	before, B ² -F		comply, com: Pel ¹ -I
	begin, G ¹ -N		conclude, con: Kel ² -U
	begun, G ² -N		consider-ed-ation, con: si-der ¹
	began, G ³ -N		considerable, con: si- der ¹ -B
	belief, B-L-E-F ¹		confirm, con: F ² -M

 conform, con:F ¹ -R	 draft, der ² -a-F
 correct, K ¹ -R	E
 corrected, K ¹ -R-ed	 effort, e-F ² -Art
 correction, K ¹ -R-shon	 either, E-Ther ¹
 course, K ² -R-S	 enclose-ed, N ² -K
 country, K ² -eNt	 enlarge-ed, N-J ³
 custom, K ² -S-Tem	 enough, N ² -u-F
D	 enquire-ed-y, N ² -K-I
 dear sir, D ² -S	 en route, N ² -R-OOt
 decide, D-S-I ¹	 entire, eNt ¹ -R
 deliver-ed-y, Del ²	 equal, E-Kel ¹
 demand, Dem ² -eNd	 establish-ed-ment, Steh ² -a-B
 desire, D-S ¹	 esteem-ed, e-S ² -Tem
 desirous, D-Ses ¹	 estimation, e-S ² -Tem- A-shon
 differ-ent, Def ²	 everybody, V ¹ -B-o
 differs, difference, Def ² -S	 everything, V ¹ -i:ing
 difficulty, Def ² -K	 everywhere, V ¹ -i-W-a
 direct, der ² -e-K	 even-ing, E-V ¹ -N
 discount, D ¹ -i-S	 evident-ence, e-V ² -Den
 doctor, D-o-K ¹	 exchange, ex-CH ²
 doubt, D-OUT ²	 examine-ation. ex-M ²
 down, D ³ -N	 except, ex-e-P ²

..... expect, ex-P²-K

..... extend-ed, ex-Ten²

F

..... failure, F²-A-L-R

..... fall, F¹-L

..... familiar-ity, F³-M

..... farther, further, F²-R-
Ther

..... favorable, F²-A-B

..... firm, F²-M

..... find, F¹-eNd

..... forever, F²-V

..... form, F¹-R

..... forward, F²-Ard

..... from, F²-R

..... found-ed-ation, F³-eNd

..... full, Fel³

..... fund, F²-eNd

..... future, F²-CHer

G

..... gave, govern-ment,
G²-V

..... general-ly, J²-e-N

..... glad, Gel³-ad

..... got, G¹-T

..... great, Ger²

H

..... hand, a-eNd³

..... happen, a-P³-N

..... herewith, R-"with"

..... hesitate, e-S²-i-tet

..... history, i-Ster-i¹

..... house, OU-S²

I

..... important-ance, M¹-per

..... improve-ment, M³ per

..... impossible-ity, M¹-P

..... interest, N²-e-S

..... into, N¹-"to"

..... inquire-y, N-K²-I

..... instant-ance, N²-S





..... insurance, N³-SH-OO

..... invoice, N²-V-S



..... irregular-ity, e-R-G²

..... it will, Tel²






J

 January, J³-a-N judge, J²-u-J just, J²-Steh jobber, J¹-o-ber











K

 kind, K¹-I-N knowledge, N-J² known, N²-O-N













L

 last, L³-a-S learn, L²-e-R let, L² et little, L¹-it Lord, A¹rd

M

 made, M²-Ad manner, Men³-R matter, M³-a-ter member, remember.
M²-ber mention, Men²-shon Messrs., M²-Ses million, M¹-i-L mind, M¹-I-eNd more, M²-R motion, M²-O-shon move ment, M³-V most, must, M²-S Mr., M²-i-Ster Mrs., M²-i-Ses

N

 nature, N-A³-CHer necessary, N²-Ses necessity, N²-e-S-e-S near, N¹-E-R neither, N-E-Ther¹ never, N²-V next, N²-ex none, N²-u-N no one, "no"-OON no other, "no"-Ther nor, N¹-R nothing, N²-TH number, N²-u-M

O

.....oblige, O-B-L²
obligation, O-B-L²:shon
objection, "object":
 shon
objective, "object":Tiv
objector, "object":R

.....often, F¹-N

.....opinion, O-P²-i-N

.....opportunity, o-per¹

.....order, O-D²

.....ordinary, AW-Ard¹

.....other, u-Ther²

P

.....particular, P-AHt³

.....peculiar-arity, P-K²

.....perhaps, purpose,
 per²-P

.....please, P¹-L-E-S

.....pleasure, Pel²

.....position, P²-O

.....prefer-red, pre¹-F

.....prefers-ence, pre¹-F-S

.....prepare-ed-ation,
 per-E¹

.....principle-al, P-R²

.....propose, pro-P-O²

.....public, P²-B

.....publish-er-cation,
 P²-Bel

.....purpose, perhaps,
 per P²-S

Q

.....question, K²-N

.....quite, Kw¹-T

.....quiet, Kw-I¹-T

R.

.....railroad, R²-R

.....railway, R²-W

.....rather, R-a-Ther³

.....read, R¹-Ed

.....receipt, R-S¹-E

.....receive, R²-e-S











































.....refer-red, R-F²


















.....refers-ence, R-F²-S

.....regard, R-e-G²-AH

.....regret, R-e-G²













.....regular-ity, R-G²

 remain, R ² -e-Men	 state, Steh ² -At
 remember, member, M ² -ber	 stand-ard, Steh ² -eNd
 remit-ed-ance, R ¹ -e-M	 stenography-er, S ² -Ten-O
 repeat-ed tion, R ¹ -E-P	 street, S ² -T
 reply, R-P ¹	 subject, S ² -J
 report, R ² -P-O	 such, Su-CH ²
 represent-ed-ation, R ² -P	 suggest-ed-tion, S ² -u-G
 return, R ² -et	T
S	 tell, till, it will, Tel ²
 says, Ses ²	 terms, ter ² -M-S
 Saturday, S ³ -a-T	 than, TH ² -N
 settle-ed-ment, se-Tel	 then, TH ² -N
 seldom, Sel ² -Dem	 their, there, they are, Ther ²
 several, S ² -e-V	 therefore, Ther ² -F
 shorthand, "short"-aNd	 these, TH ¹ -E-S
 society, "so"-S-I	 this, TH ² -i-S
 some, S ² -M	 those, thus, TH ³ -S
 somehow, S ² -M OU	 through, Ther ³ -OO
 someone, S ² -M-OO-N	 throughout, Ther ³ - OO-T
 somewhat, S ² -M- "what"	 thyself, TH ¹ -I-S
 somewhere, S ² -M- "where"	 told, T ² -Eld
 speak, speech, S ¹ -P-E	 toward, T ² -Ard

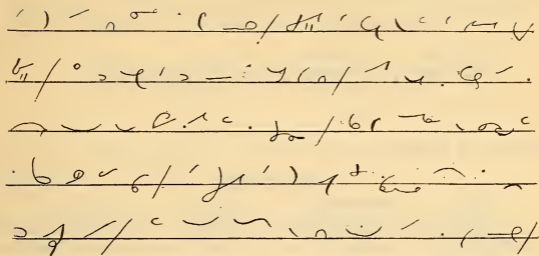
 trade, ter ² -Ad	 wherever, "where"-V
 true, ter ³ -OO	 whichever, "which"-V
 truth-ful, ter ³ -OO-Th	 whether, W ² -e-Ther
U	 whoever, "who"-V
 understand, "under"- Steh-a	 within, TH ¹ -N
 understood, "under"- Steh-u	 wonder, OO-N ³ -der
 unknown, u-N ² -O-N	 word, Ard ²
 until, Tel ³	 world, Eld ²
 upon, u-P ² -N	 work, R-K ²

V.

Y.

 valuable, "value"-B	
 voucher, V-OU-CHer	 yard, Y ² -D
W	 yes, Y ² -S
 want, OO ¹ -eNt	 yes sir, Y ² -Ses
 warrant-ed, OO ³ -R-eNt	 yesterday, e-Ster ²
 went, OO-eNt	 young, Y ² -NG
 whenever, "when"-V	 yours truly, "you":-T

114. Some of the signs are more easily written by a slight variation from established forms; thus, M in "impossible" should be more slanting than usual, while N may be frequently much shorter than its ordinary length as illustrated in "enlarge" and "enclose" and the syllable Men may be lengthened a little to more readily distinguish it from M. Not all, but the majority of the word-signs are arranged according to



WRITING EXERCISE.

Dear Sir: We wish you would make out our bill for last month and we will arrange for paying it by the first of July. We hope our delay in paying the sum due will not embarrass you in any way. It is our desire to make up for any loss the delay may have caused you, knowing this is the way you would do by us. Thanking you for waiting on us so long, we are,
Yours truly.

Gentlemen: The package you asked us to forward will go forward by steamer on Saturday, and it ought to reach you not later than next Wednesday (W-e-N-S). We hope you will receive it in time to be of use to the party for whom you made the purchase.

We are just now asking our customers (K-S-Tem-R-S) to pay all, or at least something (S-M:ing) on the bills long due. We have several large bills of our own to pay on the first of next month, and if you will help us out we shall be happy to have you do so. Hoping we shall receive check by first mail, we remain,
Yours truly.

FOURTEENTH LESSON.

PREFIXES.

Another gain in speed and ease of writing is secured by the use of certain signs to represent the first syllable or combination of letters of many words.

115. *Al* and *or* are expressed by the vowel AW, but when this vowel is used as a prefix it must rest above the line, and joined as a hook to the consonant following and not as a semi-circle.

JOINED PREFIXES.

almost
AW-M-S

alternate
AW-ter-N-At

organ
AW-G-N

ornate
AW-N-At

116. *Be* by B; that is, omitting the E.

betake
B-T-A-K

beware
B-W-a-R

betook
B-T-oo-K

below
B-L-O

behave
B-A-V

117. *De* by D; that is, omit the E.

depend
D-P-eNd

depose
D-P-O-S

depart
D-P-AHt

depict
D-P-K-T

118. *Sub, sup, suf, sur*—expressed by the *vertical*

S, either right or left hand S, but when easier joinings are secured the oblique S may be used.

submit
sub-M-i-T

suffice
suf-I-S

supply
sup-L-I

surface
sur-F-A-S

119. *Ul*—expressed by the vowel u joined as a hook and not as a semi circle.

ultimate
ul-Tem-A-T

ultimo
ul-Tem-O

ultimatum
ul-Tem-A-Tem

ultra
ul-ter-a

DISJOINED PREFIXES.

120. The disjoined prefixes must be written near to but not touching the remainder of the word, and the colon in the nomenclature is used to indicate where the parts of the word are disjoined. The position of words of short outline is determined by the first vowel in the part of the word following the prefix.

The prefixes can be easily and quickly learned if the pupil will notice that the signs for the prefixes are, with few exceptions, the first letter or the first two letters of the prefix.

121. *Ante, anti*—expressed by the vowel *a* written in any position before the remainder of the word.

antelope
ante:L-O-P

antidote
anti:D-O-T

Antichrist
anti:K-R-I-S

122. *Con, com, cog, coun*—expressed by a small dot placed before the remainder of the word; *accom* by a heavy dot. This principle was presented in section 56.

convey
con:V-A

commit
com:i-T

cognate
cog:N-A-T

counsel
coun:Sel

accompany
accom:P-a-N-i

123. *Circ, circu, circum, self*—expressed by the right or left hand S written *above* the line and partly over the remainder of the word.

circle
circ:L

circulate
circu:L-A-T

circumstance
circum:S-Ten-S

selfish
self:i-SH

124. *Contra, contro, counter*—expressed by K

contraband
contra:B-a-eNd

control
contro:L

counterpart
counter:P-AH-T

countersign
counter:S-I-N

125. *Decom, discon, discom*—expressed by D.

decompose
decom:P-O-S

discontinue
discon:Tin-U

discomfort
discom:F-R-T

126. *Distra, distri*—expressed by D-S.

distracted
distra:K-ted

distraught
distra:AW-T

distribution
distri:B-U-shon

district
distri:K-T

127. *Electri, electro*—expressed by e-L.

electric
electri:K

electrify
electri:F-I

electrocute
electro:K-U-T

electrotype
electro:T-I-P

128. *Enter, inter, intro*—expressed by N written *on* the line.

entertain
enter:Ten

interchange
inter:CH

introduce
intro:D-U-S

interpose
inter:P-O-S

129. *Extra*—expressed by e-S, the right or left hand *vertical* being used for this prefix.

extract
ex:K-T

extradotal
ex:D-O-Tel

extractive
ex:K-Tiv

extraordinary
ex:AW-Ard

2/

9—

2/

9c

130. *For, fore*—expressed by F

forgery
for:Jer

formation
for-M-A-shon

foretell
fore:Tel

foreground
fore:Ger-OU-N

f

f

f

f

131. *Incon, incom, encum*—expressed by N-K.

inconstaut
incon:Steh-eNt

incomplete
incom:Pel-Et

incompetent
incon:P-Ten-T

encumbrance
encum:ber-a-N-S

16

16

16

16

132.—*Intel*—expressed by N written above the line.

intelligence
intel:J-N-S

intellective
intel:e-K-tive

intelligible
intel:J-Bel

n

n

n

133. *Mag-j, magne, magni*—expressed by M; the remainder of the word beginning, when convenient, partly under the prefix.

magnetic
mag:N-et-K

magnate
mag:N-At

magnesia
magne:SH-a

magnify
magni:F-I

16

16

16

16

134. *Miscon, miscom*—expressed by M-S.

misconduct
miscon:D-u-K

misconstrue
miscon:Ster-OO

misconceive
miscon:S-E-V












miscompute
miscom:P-U-T


16


16





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135. *Multi*—expressed by M-umultiply
multi: Pel-Imultitude
multi: T-U-Dmultiple
multi: Pelmultiform
multi: F-R




136. *Non*—expressed by N-o written *on the line*.non-resistance
non: R-e-Ses-Ten-Snon-metallic
non: M-et-L-Knon-attendance
non: a-Ten-Den-Snon-member
non: M-ber




137. *Noncom, noncon*—expressed by N-o written *above the line*.non-concur
noncon: K-Rnon-compliance
noncom: Pei-I-N-Snon-committal
noncom: i-Tel



138. *Para*—expressed by P.parable
para: Belparachute
para: SH-Ootparadigm
para: Demparadise
para: D-I-S

139. *Recon, recom, recog*—expressed by R.reconcile
recon: S-I-Lreconsider
recon: se-derrecompense
recom: P-N-Srecognize
recog: N-I-Z




140. *Super*—expressed by the *right-hand S* written *on the line*.superfine
super: F-I-Nsupersede
super: S-E-Dsuperscribe
super: S-K-I-B




141. *Suspe, suspi, suscep*—expressed by *Ses*.

suspense
suspe: N-S

suspicious
suspi: SH-u-S

susceptible
suscep: T-Bei

142. *Trans*—expressed by *T*.

translate
trans: K-A-T

transmute
trans: M-U-T

transpose
trans: P-O-S

transact
trans: a-K-T

143. *Uncon, uncom*—expressed by *u-N-K*.

unconscious
uncon: SH-U-S

uncontested
uncon: T-e-S-t-e-d

uncomplaining
uncom: Pel-A-N-ing

144. *Unrecon, unrecom, unrecog*—expressed by *N-R*.

unreconciled
unrecon: S-I-Eld

unrecompensed
unrecom: P-N-S

unrecognize
unrecog: N-I-Z

PREFIX PRINCIPLES.

145. Any syllable or combination of letters that are similar in sound to the prefixes given above may be represented by such prefix sign. Among such are: *anti* by the sign for anti, a; *cong* by con, light dot; *contri* by contro, K; *discoun* by discon, D-S; *distru* by distri, D-S; *incog*, *encoun* by incon, N-K; *magna* by magni, M, etc.

146. When a prefix sign is preceded by a syllable it may be expressed by joining the letter to the prefix.

undecompose
u-N-decom:P-O-S

unselfish
u-N-self:i-SH

unforeseen
u-N-fore:S-E-N

disencumber
D-S-encum:ber

uncircumscribed
u-N-circum:S-K-I-B

uninterested
u-inter:e-S-Ted

147. The prefixes con, com, or cog, may sometimes be implied by writing the next word partly under, or near to the preceding, as illustrated below.

generally contented

they compensated

their condition

148. Con and com may also be implied in connection with the preposition in, by writing the word following partly under the sign for *in*.

in connection

in comparison

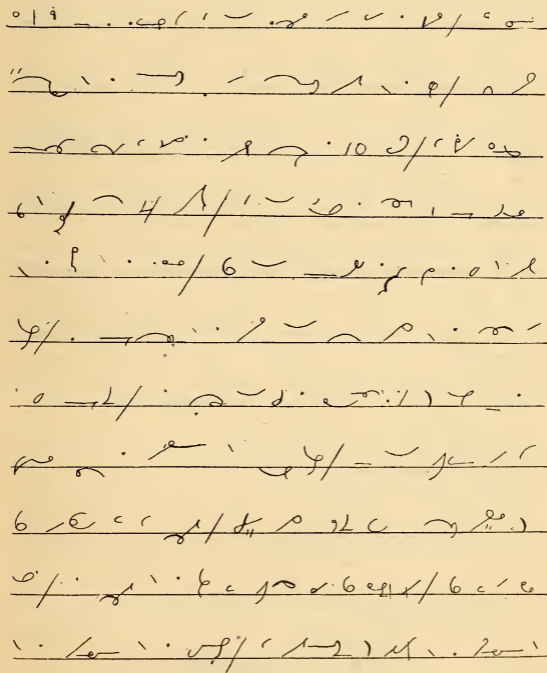
in conjunction

149. The careful writer may frequently join some of the prefixes without in any way endangering the legibility of his notes, providing the junction would be easy and the outline readily formed. Among those that may be frequently joined are: *for-e*, *ente*, *inter*, *intro*, *incom*, *incon*, and a number of others in certain words; what these are the pupil's judgment will determine as he becomes familiar with the general outline of words.

150. Word-signs may also be used as prefixes, and among those which can be used to advantage are the following: *after*, *every*, *favor*, *here*, *out*, *over*, *short*, *to*, *under*, *where*, and by the advanced writer the list could be extended.

When convenient, the word-signs when used as prefixes are joined to the word following.

READING EXERCISE.



[illegible]

WRITING EXERCISE.

alternative, AW-ter-N-a-Tiv; alterative, AW-ter-a-Tiv; alteration, AW-ter-a-shon; orchard, AW-CHer-

D; ordinate, AW-Den-At; organ, AW-G-a-N; beget, B-Get; behind, B-I-eNd; belabor, B-L-A-ber; betake, B-T-A-K; betide, B-T-Id; deride, D-R-Id; deprive, D-per-I-V; deploy, D-Pel-OI; desist, D-Ses; subdivide, sub-Def-Id; subbase, sub-B-A-S; sublime, sub-L-I-M; subserve, sub-S-e-R-V; supper, sup-per; suppress, sup-per-S; supply, sup-Pel-I; supplianee, sup-L-I-N S; supplant, sup-Pel-a-eNt; suffocate, suf-O-K-At; suffix, suf-F-ex; suffer, suf-R; suffrage, suf-R-A-J; survey, ser-V-A; survival, sur-V-I-Vel; surprise, sur-per-I-S; surrogate, sur-O-G-At; ulster, ul-Ster; ulterior, ul-ter-i-R; ultraism, ul-ter-a-S-M; antechamber, ante:CH-M-ber; ante-bellum, ante:Bel-u-M; antique, ante:Kw-At; antimony, anti:M-O-N-i; anticlimax, anti:Kel-I-M-ex; consent, con:S-eNt; conscious, con:SH-S; connective, con:e-K-Tiv; compute, com:P-U-T; comport, com:P-O-Art; cognation, cog:N-A-shon; cognitive, cog:N-i-Tiv; countenance, coun:-Ten-N-S; circlet, circ:L-e-t; circuit, circ:i-t; circulation, circu:L-A-shon; circular, circu:a-R; circumscribe, circum:S-K-I-B; circumvent, circum:-V-eNt; self-acting, self:a-K-T-ing; self-culture, self:Kel-CHer; self-help, self:e-L-P; contrary, contra:R-i; contradiction, contra:D-i-K-shon; controller, contro:L-e-R; controversy, contro:Ver-S-i; decompound, decom:P-OU-eNd; disconnect, discon:e-K-T; discontent, discon:Ten-T; discommode, discom:O-D; discomfit, discom:F-it; distraction, distra:K-shon; distractive, distra:K-Tiv; distribute, distri:B-u-T; distrust, distru:S-T; electrician, electri:SH-N; electrify, electri:F-I; electroplate, electro:Pel-At; electromagnet, electro:M-a-G-N-et; enterprising, enter:per-I-S-ing; enteritis, enter:I-T-S; interlap, inter:L-a-P; interlink, inter:L-iNK; introduction, intro:D-u-K-shon; introspection, intro:S-P-K-shon; extradados, extra:D-o-S; extravagant, extra:V-G-eNt; forage, for:A-J; forbear, for-B-R; forecast, fore:K-a-S; foreclose, for:Ke-S; inconsequent, incon:S-e-K-eNt; in-

contestable, incon:T-e-S-Bel, incomplete, incom: Pel-Et; incommode, incom:O-D; encompass, encum:P-a-S; magpie, mag:P-I; magical, maj:i-Kel; magnesium, magne:SH-u-M; magnitude, magni:T-U-D; magnificent, magni:F-S-eNt; misconception, miscon:S-e-P-shon; misconceive, miscon:S-E-V; miscomputation, miscom:P-U-T-A-shon; multifold, multi:F-O-Eld; multiplex, multi: Pel-ex; non-owner, non:O-N-R; non-sense, non:S-e-N-S; non-concurrence, noncon:K-R-N-S; non-conducting, noncon:D-u-K-T:ing; parasite, para:S-I-T; parasol, para:S-AW-L; recondite, recon:-D-I-T; reconstruct, recon: Ster-u-K; recommend, recom-eNd; reconciliation, recon: Sel-A-shon; supercargo, super-K-R-G-O; superstition, super: Steh-e-shon; transpire, trans:P-I-R; transfer, trans:F-R; transport, trans:P-O-Art; transmit, trans:M-it; uncongenial, uncon:J-N-E-L; unconnected, uncon:e-K-ted; uncombined, uncom:B-N; uncomplaining, uncom:- Pel-A-N:ing.

Dear Sir: We enclose you a price list of such things as we keep in stock, and would be pleased to fill any orders you may leave with us. We guarantee to give you the best possible terms, and will allow you thirty days, or more, if you wish. Hoping we may have the pleasure of receiving your favors, we remain, Yours truly.

Dear Sir: We take pleasure in acknowledging receipt of your check for \$827. The same has been placed to your credit with thanks. We shall be pleased to continue filling your orders for anything you may require in our line. Yours truly.

QUESTIONS FOR REVIEW—SIXTH LESSON.

The following prefixes are joined: What is the prefix for Al and Or? For B? For D? For sub, sup, sur, and suf? For ul? The following prefixes are disjoined: How are they written as regards the remainder of the word? What is the prefix sign for ante and anti? For con, com, cog, and coun? For circ, circu, circum, and self? For contra, contro, and counter? For decom, discon, and discom? For distra and distri? For electri and electro? For enter, inter, and intro? For extra? For for and fore? For incon, incom, and encum? For mag-j, magne, and

magni? For miscon and miscom? For multi? For non? For noncon and noncom? For para? For recon, recom, and recog? For super? For trans? For uncon and uncom? For unrecon, unrecom and unrecog? What are the syllables of similar sound that may be expressed by the same sign? By what method may the prefixes con, com, and coun be expressed by the same sign? By what method may the prefixes con, com, cog and coun be expressed other than by the small dot? Is it ever allowable to join some of the disjoined signs? What word-signs may be used as prefix signs? Are they joined or disjoined when so used? How may con and com sometimes be implied in connection with the preposition *in*?

FIFTEENTH LESSON.

AFFIXES.

Words are still further abbreviated by using signs to represent frequently recurring last syllables, called affixes, which method of abbreviation adds to speed and ease of writing.

With few exceptions, as in the case of the prefixes, the sign which represents the affix is the first letter or the first two letters of the affix, and if the pupil will carefully note this it will aid him greatly in learning the signs.

151. *Acity, isity, osity*—expressed by disjoining the right-hand S and placing near to the preceding part of the word.

vivacity	curiosity	animosity	mendacity
V-I-V:acity	K-U-R-i:osity	a-N-i-M:osity	M-end:acity

V *de* *se* *de*

152. *Anity*—expressed by disjoining a-N and placing it near to the preceding part of the word.

Christianity	insanity	vanity	humanity
K-R-i-S:anity	i-N-S:anity	V:anity	H-U-M:anity

ce *de* *ce* *ce*


153. *Ble, bly, bel, bility*—expressed by B joined; if the joining should at any time be inconvenient the sign may be disjoined, and if legibility should require, bility may be expressed by a disjoined B.

capable
K-A-P-Bel

sensible
S-e-N-S-Bel

advisable
a-V-I-S-Bel

credibility
K-R-ed:B





154. *Bleness, fulness, someness, soever*—expressed by a small circle disjoined near the preceding part of the word.

teacheableness
T-E-CH:bleness

sinfulness
S-i-N:fulness

irksomeness
e-R-K:Someness

whomsoever
whom:soever





155. *Ception* may be expressed by S-e-P, or considered as simply omitting shon when final and preceded by sep.

acception
a-K-S-e-P

deception
D-S-e-P

reception
R-e-S-e-P

conception
con:S-e-P


156. *Fore, ful*—expressed by F joined to the preceding part of the word; occasionally, as in lawful, it will be necessary to disjoin the F.

therefore
there-F

bashful
B-a-SH-F

heretofore
here-to-F

lawful
L-A-W:F




   

157. *Fication*—expressed by F disjoined and written near to the preceding part of the word.

ramification
R-a-M-i:F

modification
M-o-D-i:F

specification
S-P-S:F

158. *Gram, graph, graphic, ograph, ography*—expressed by G disjoined.

phonogram
F-O-N-O:G

autograph
AU-T-O:G

photographic
F-O-T-O:G

zoography
Z-OO:G









159. *Ington, ingly*—expressed by NG disjoined and written near to the preceding part of the word.

Washington
W-A-W-SH:NG

Harrington
H-a-R:NG

Kensington
K-N-S:NG

Coddington
K-o-D:NG









knowingly
know:NG

lovingly
L-u-V:NG

willingly
will:NG

seemingly
S-E-M:NG









160. *Ality, ility, arity, erity*—expressed by disjoining the stroke preceding these syllables and placing it in any position near to the preceding part of the word.

popularity
P-o:PeL

prosperity
per-o:S:P

formality
for:M

singularity
S-iNG:L









161. *Less*, when not more conveniently expressed by L-S joined, may be expressed by L disjoined and written in any position near the preceding part of the word.

thankless
thank:L

masterless
M-a-Ster:L

restless
Re-S:L

thoughtless
thought:L









162. *Lessness*—expressed by a large disjoined circle written at the end of the preceding part of the word.

lawlessness	recklessness	artlessness	thoughtlessness
L-AW:lessness	R-e-K:lessness	Art:lessness	thought:lessness

163. *Ly*, when it is preceded by a straight line consonant, is expressed by a small loop written on the vowel side of such consonants, but on curved lines it is expressed by a small circle, the vowel *i*. When a vowel and a consonant are combined and expressed by a small or large loop on a curve, the *ly* or *i* is expressed by turning a small circle from the point where the pen completes the loop, as explained in Sec. 112, which see.

grimly	calmy	openly	lately	cheaply
Ger-M-ly	K-AH-M-ly	O-P-N-ly	L-At-ly	CH-E-P-ly

164. *Ment*, *mental*, *mentality*, are syllables expressed as follows: *ment* by *Men* joined, unless the outline should require its being disjoined, as in assignment. *Men*, for *mental* and *mentality*, is always disjoined. The syllable name is *Ment*.

payment	assignment	elemental	instrumentality
P-A-Ment	a-S-I-N:Ment	e-L-e:Ment	N-Ster-oo:Ment

165. *Ness*, when not more conveniently expressed by *N-S*, may be expressed by *N* disjoined and written in any position near the preceding part of the word.

plainness	keenness	sternness	badness
Pel-A-N:Ness	K-E-N:Ness	Ster-N:Ness	B-ad:Ness

166. *Ology*, *alogy*—expressed by *J* disjoined and

written in any position near the preceding part of the word. This affix is frequently joined.

theology
TH-E:J

physiology
F-i-S:J

biology
B-I:J

mineralogy
Min-e-R:J

6/

6/

6/

6/

167. *Position*—expressed by P-O.

exposition
ex-P-O

disposition
D-i-S-P-O

opposition
o-P-O

transposition
trans-P-O

2

2

2

2

168. *Ship*—expressed by SH disjoined and written in any position near the preceding part of the word.

lordship
lord:SH

ownership
O-N-R:SH

courtship
K-Art:SH

ladyship
L-Ad-i:SH

7

7

7

7

169. *Tion*, spelled differently, but pronounced the same, or nearly so, as in Grecian, fashion, evasion, ocean, nation, is expressed by SH made one-third its usual length, and is generally joined, however the ending of some outlines would necessitate the disjoining of the syllable, as in option and objection. The syllable name is shon. This principle is also presented in Sec. 58, which see.

The sound of *sz* in vision, lesion, etc., is a hard sound, but is expressed by SH in shorthand as no trouble is experienced in reading outlines with the sound *si* expressed by the letter SH; this is better than representing it by a separate letter.

Grecian
Ger-E-shon

fashion
F-a-shon

nation
N-A-shon

evasion
e-V-A-shon

option
o-P:shon

4

4

4

4

4

170. *Ult*—expressed by the vowel *u* joined as a hook to the preceding consonant.

consult
con:S-ult

adult
a-D-ult

result
R-e-S-ult

insult.
N-S-ult

j

u

e

u

171. *Ulate*—expressed by the vowel *u* joined as a semi-circle—at an *angle*, to the con-onant preceding. A syllable following the *ulate* sign may be joined to the sign, or disjoined, if more convenient. The first two words in the second line below are illustrations of the syllable joined; the last two of the syllable disjoined.

modulate
M-o-D-ulate

speculate
S-P-K ulate

granulate
Ger-a-N-ulate

matriculate
M-a-ter-i-K-ulate

u

u

u

u

speculator
S-P-K-u-R

inoculated
N-o-K-u-ed

speculative
S-P-K-u:V

populated
P-o-P-u:ed

u

u

u

u

172. *Ulator*—expressed by the disjoined vowel *u* opening *upward* and written near to the preceding part of the word.

stimulator
S-tem:ulator

gesticulator
J-Steh-i-K:ulator

stipulator
Steh-i-P:ulator

formulator
form:ulator

u

u

u

u

173. *Ulative*—expressed by the disjoined vowel *u* opening *downward* and written near the preceding part of the word.

stimulative
S-tem:ulative

manipulative
Man-i-P:ulative

cumulative
K-U-M:ulative

speculative
S-P-e-K:ulative

u

u

u

u

174. *Uction, inction, anction*—expressed by *Ank* disjoined and placed near to the preceding part of the word.

sanction	distinction	junction	compunction
S:anction	D-i-Steh:inction	J:unction	com:P:unction

Ank *Ank* *Ank* *Ank*

175. *Uction, iction, ection, action*—expressed by *K* disjoined and written near to the preceding part of the word.

abduction	infliction	reflection	traction
a-B-D:uction	N-Fel:iction	R-e-Fel:ection	ter:action

K *K* *K* *K*

176. *Ward*—expressed by *Ard*.

onward	leeward	reward	backward
o-N-Ard	L-E-Ard	R-e-Ard	B-K-Ard

Ard *Ard* *Ard* *Ard*

AFFIXED PRINCIPLES.

177. Word-signs may also be used as prefixes, the same being joined or disjoined, according to convenience, as illustrated in the following words:

thereon	hitherto	herewith	Cleveland	onward
Ther:on	i-Ther:to	R-with	Kel-E-V:land	on-Ard

Ther *Ther* *Ther* *Ther* *Ther*

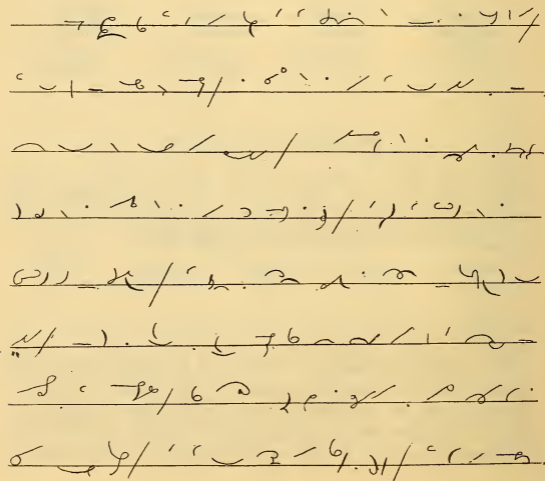
178. In the naming of some of the affixes it is optional whether the sign name or the syllable name is given; thus, in the word *owner* it is only a matter of choice whether the nomenclature is given O-N-R, ship disjoined, or O-N-R, SH disjoined; in either case it

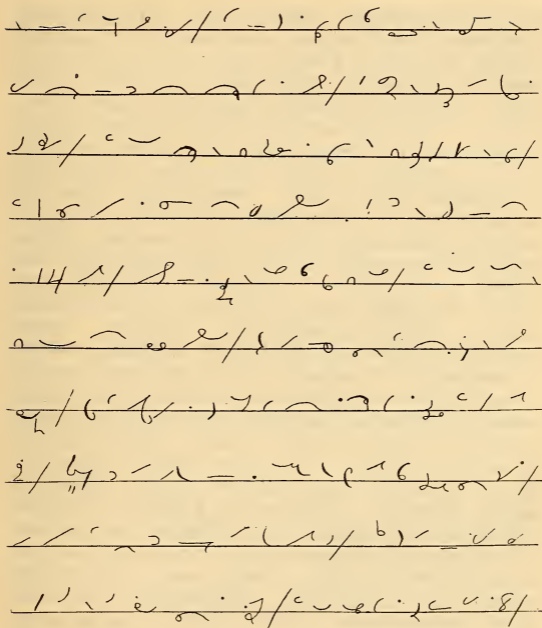
will be necessary to use the word "disjoined" in order to distinguish it from the same sign joined.

179. While the following words: *is, as, his, has, self,* and *us* are not considered among the affixes, the same are frequently expressed by S joined to the preceding word as explained in Sec. 63, which see. Also see Sec. 57 for the method of expressing *ing, thing, ings,* and things when used as affixes.

180. Syllables and word endings of similar sound to the regular affixes may be expressed by the same sign.

READING EXERCISE.





WRITING EXERCISE.

instability, N-Steh-a-Bel; flexible, Fel-ex-Bel; digestible, D-J-S-Bel; incompatible, incom:p-a-T-Bel; visibility, V-i-S:B; eligibility, e-L-i-J:B; wearisomeness, W-E-R-i:someness; wholesomeness, O-L:someness; sensibleness, S-N-S:bleness; contemptibleness,

con:Tem-T-i:bleness; painfulness, P-A-N:fulness; lawfulness, L-AW:fulness; inception, N-S-P; misconception, M-S:S-e-P; perception, per-S-e-P; wherefore, where-F; heretofore, here-to-F; mouthful, M-OU-TH-F; faithful, F-A-TH-F; fanciful, F-N-S-i-F; edification, e-D-i:F; qualification, Kw-L-i:F; ramification, R-a-M-i:F; telegram, Tel-e:G; monogram, M-o-N-O:G; epigram, e-P-i:G; lithograph, L-i-TH-O:G; photograph; F-O-T-O:G; stereography, Ster-e:G; biography, B-I:G; chirography, K-I-R:G; Millington, M-L:NG; Remington, R-e-M:NG; cheerfully, CH-E-R:NG; falteringly, F-L-ter:NG; slightly, Sel-It:NG; insultingly, N-S-ult:NG; charmingly, CH-AH-M:NG; principality, per-N-S:P; similarity, S-M-i:L; hospitality, H-o-S-P:Tel; vulgarity, Vel:G; liberality, L-i:ber; asperity, a-S:P; senseless, S-N-S:-L; masterless, M-a-Ster:L; motionless, M-O-shon:L; boundlessness, B-OU-N:lessness; endlessness, e-eNd:-lessness; groundlessness, Ger-OU-N:lessness; fairly, F-a-R-ly; vainly, V-A-N-ly; mainly, M-A-N-ly; sadly, sa-D-ly; kingly, K-NG-ly; Whitely, Wh-It-ly; lately, L-At-ly; badly, B-ad-ly; gladly, Gel-ad-ly; madly, M-ad-ly; casement, K-A-S-ment; filament, Fel-a-ment; increment, N-K-R-E-Ment; enlargement, N-J-Ment; embarrassment, M-ber-S-Ment; embezzlement, M-B-e-Zel-ment; adjournment, a-Jer-N:ment; alignment, a-L-I-N:Ment; impressment, M-per-S:-Ment; imprisonment, M-per S N:Ment; fundamental, F-eNd-a:Ment; elemental, eL-e:Mental; experimental, ex-per-i:Ment; calmness, K-AH-M:Ness; numbness, N-u-M:Ness; kindness, K-eNd:Ness; hideousness, i-D-i-S:Ness; phrenology, F-R-N:ology; demonology, D-E-Mon:ology; doxology, D-ex:ology physiology, F-i-S:ology; genealogy, J-e-N-e:ology; analogy, a-N:-alogy; preposition, per-e-P-O; decomposition, Decom:-P-O; imposition, M-P-O; proposition, per-o-P-O; composition, com:P-O; deaconship, D-E-K-N:ship; censorship, S-N-S-o-R:ship; scholarship, S-Kel-R:-

ship; friendship, F-R-e-N:ship; workmanship, work-Man:ship; co-partnership, K-O-P-Art:ship; faction, F-a-K-shon; distraction, Distr:K-shon; magician, M-a-J-i-shon; mathematician, M-TH-M-et-i-shon; arithmetician, R-i-TH-M-et-i-shon; politician, Pel-T-i-shon; remission, R-e-M-i-shon; conclusion, con:Kel-shon; physician, F-S-i-shon; exult, ex-ult; penult, P-E-N-ult; tumult, T-U-M-ult; articulate, R-T-i-K-ulate; jesticulate, J-Steh-i-K-ulate; immaculate, i-M-a-K-ulate; stimulate, S-Tem-ulate; adjunction, a-J:-unction; injunction, N-J:unction; compunction, com:-P:unction; extinction, ex-T:inction; contradistinction, contra:D-Steh:inction; conjunction, con:J:-unction; deduction, Ded:uction; reduction, R-ed:-uction; selection, Sel:ection; deflection, D-Fel:-ection; eviction, e-V:iction; restriction, R-e-Ster:-iction; dereliction, der-e-L:iction; resurrection, R-S-e-R:ection; attraction, a-ter:action; protraction, pro-ter:action; downward, down-Ard; heavenward, e-V-N-Ard; outward, out-Ard; henceforward, N-S-F-Ard; windward, OO-eNd-Ard.

Gentlemen: Replying to your letter of the 8th would say, we will place your advertisement in the Journal for five dollars. We will give you a position on the fourth page, as you request, and display it to the best advantage. On the first of the month we had on our subscription list about four thousand names, and the circulation is constantly increasing. Should you place your order we are sure you would continue with us. Hoping we may receive your favor in time for our next issue, we remain, Yours truly.

QUESTIONS FOR REVIEW—FIFTEENTH LESSON.

How are the syllables ble, bly, bel, and bility expressed? If legibility requires how may bility be distinguished? How are the affixes bleness, fulness, someness, and soever expressed? Ception may be expressed how? Fore and full, how? Fication, how? Gram, graph, graphic, and ography are expressed how? How are ingly and ington expressed? How may the syllables ality, ility, arity, and erity be implied? When it is not convenient to express less by NS joined how may it be expressed? Lessness is expressed how? How is ly expressed when preceded by a straight line consonant? On curves how is it expressed? When a vowel and a

consonant are expressed by a large or small loop how is a following ly expressed? Ment is expressed how? Mental and mentality. how? When it is not convenient to express ness by NS joined how may it be expressed? Ology and alogy are expressed how? Is this affix ever joined? Position is expressed how? Ship, how? The affix tion, spelled differently in many words is expressed how? When is it allowable to disjoin this affix? How is the ending si in vision, adhesion, etc., expressed? Ult is expressed how? Ulate, how? How is a syllable following ulate expressed? How are the endings. unction, inction, and anction expressed? Uction, iction, ection, action, how? Ward, how? Are word-signs used as affixes? When following words, how may is, as, his, has, self and us be expressed? How are the affixes ing and thing expressed? Ings and things, how? How must ing be expressed when there is but one syllable in the word? How may endings similar in sound to the regular affixes be expressed?

SIXTEENTH LESSON.

PHRASE WRITING.










In the preceding lessons you have been instructed how to write, in the briefest manner possible, separate words. At first you were instructed how to write in full short words. then the longer words, were abbreviated by leaving out some of the consonants and vowels, taught how to write words by syllabication, the consonants were lengthened, shortened, shaded, consonants were blended, vowels and consonants were combined, together with signs for the first, last, and other syllables of the word, and for the writing of separate words where no other modification is possible, however, another time saving feature is secured by joining words, the principle presented in this lesson.

181. Phrase writing may be defined as the expressing of two or more words by a single outline. In joining words there is a great gain both in speed and legibility, and to this end the principles of phrase writing must be thoroughly mastered and the list presented written over, again and again until they can be written, without conscious effort, as readily as they could be spoken by a good reader. If you hesitate in the middle of a phrase sign to recall its proper form phrase writing will be of but little value.

182. The simplest phrasing consists of joining common word-signs such as, *it is, we have, should be, he will, has not, can be, we shall be, there is*, etc., writing these without lifting the pen from the paper, writing the first word of the phrase in its own or proper position, the others following without regard to position. A list of these phrases will appear in a subsequent section. By reason of the frequent recurrence of the words *the, and, a, we, all, our, it, will*, and many others, and in order that they may be more easily joined it will be necessary to change the primitive sign for these words in some of the phrasing.

THE DOT WORD-SIGNS, THE, A, AN, AND, JOINED BY A TICK.

183. In order to join *the* to a word it will be necessary to change the dot to a tick, the same being joined to a *preceding* word, writing it upward or downward according to the convenience of joining, using the one that makes the sharpest angle. *The* is joined to the following word in the phrase "the first."

do the	give the	in the	is the	but the
				
acknowledge the	change the	pay the	the first	
				

184. In a phrase the vertical or horizontal tick is used to express the dot word-signs, *a, an; and*, the same being joined to the *following* word, except when it is preceded by a dash word-sign, and a few others, in which case it is affixed. The horizontal is the one more generally used on account of its being more easily joined to the following word. The vertical and horizontal ticks for *a, an, and*, take the position of

the word to which they are joined, except when *and* is joined to another tick sign, in which case it occupies its own position, that is, below the line.

and have	and we	and which	an order	a man	
7	2	7	2	✓	
<hr/>					
but an	of a	and a	and the	in a	a lady
1	1	1	1	1	20
<hr/>					

POSITION.

185. The first word of a phrase, with few exceptions, is written in its own position, that is, the position it would occupy if standing alone. Sometimes the first word of a phrase may be raised or lowered in order to bring the second word into its proper position also; this gives increased legibility to the whole phrase without in any way affecting the legibility of the first word.






in these	in those	what if	we thank you	
h	z	q	s	
<hr/>				
I thought	I think	with much	all those	with us
p	c	g	f	e
<hr/>				

VARIATION OF OUTLINE FOR WORD-SIGNS.

186. The signs for a word in a phrase may take a different form than the sign for that word when standing alone, by reason of which brevity is secured and a corresponding increase of speed without sacrifice of legibility. An illustration of this change has already been given in the changing of the dot sign to a tick.






HE AND SHOULD.






187. While *he* and *should* are not changed in form, when joined in a phrase may be written either upward or downward according to convenience of joining to the word with which they are phrased.




he will	he may	he should	should he	should be
				

WE, WITH, WERE, AND YOU.

189. When it is not convenient to express *we*, *with*, and *were* by a semi-circle joined at an angle, they are written as an initial hook to the following word, but when so written they must occupy their proper position, above the line for *we* and *with*, and on the line for *were*; the latter may also be written between words. In order to distinguish *with me* from *with him* it is necessary to reverse the sign for *with* in the latter phrase, and *with our* is written below the line. Note illustrations below.

we will	we are	we did	we know	we may
				

with me	with my	with it	with his	with our
				

were not	were it	were it not	there were not
			

190. In a phrase, when more conveniently joined, *you* may be reversed, and occasionally expressed as a hook either initially or between words. Note carefully illustrations below.

you will

you are

when you can

your attention

you can

if you can

if you are

your favor

191. When the pronouns *I*, *we*, and *you*, beginning a phrase, are joined to the word-signs *did*, *do*, *had*, these pronouns must take the position of the word to which they are joined.

you did

I do

we had

we do

I had

JOINING OF THE SEMI-CIRCLE WORD-SIGNS.

192. Repeating a right or left-hand semi-circle word-sign adds to the sign repeated another semi-circle word-sign.

we were

what would

were we

would we

with what

193. Enlarging the signs for *with* and *were*, and opening them to the northeast, and the signs for *what* and *would* to the southwest, adds *you* to the signs enlarged.

with you

were you

what you

would you

194. Enlarging the semi-circle word-signs *ye* and *you*, in their natural position and direction, add to these signs the words *were* and *would*.

ye were

you would

you were

ye would



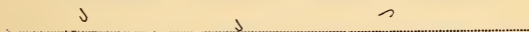
WHAT AND WOULD JOINED BY A FINAL HOOK.

195. The semi-circle and word-signs *what* and *would* are joined as a final hook, written on the reverse side of the word-signs for *of*, *to*, *he*, *on*, *it*, and the horizontal tick for *and*.

of what

to what

he would (upward)



on what

it would

and what

and would



IT, ALL, OUR.

196. When more convenient, *it* is expressed by the same sign that denotes the vowel *i* and the consonant *t*, that is, a small loop. See Sections 107 and 108.

if it

had it

is it

think it

give it

197. *All* is expressed by the vowel AW.

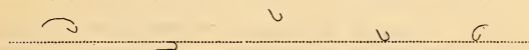
by all

at all

of all

to all

for all

198. *Our* is expressed by the diphthong OU.

of our

in our

by our

for our

give our



ING THE, ING A, ING AN, ING THEIR, ING THERE.

199. *Ing the* is expressed by disjoining the tick for the, and placing it in the place of the ing-dot.

doing the - having the making the paying the





200. *Ing a* and *ing an* are expressed by a disjoined horizontal or vertical tick written in the place of the ing-dot.

getting an doing a having an changing a

201. *Ing their* and *ing there* are expressed by writing the syllable *THer* in the place of the ing-dot.

having their knowing their staying there doing their

OF THE, TO, NUMBERS.






202. The phrase *of the* may be indicated by writing the words between which it occurs close together.

close of the week some of the people your letter of the 4th

203. *To* may be indicated by writing the next word just below the line of writing. The letter following the 'to' must be a down or a horizontal stroke, and words so written are said to be in the fourth position.

to give to you to do to have to see




    

204. In expressing round numbers, hundreds, thousands, millions, use the shorthand sign.

four hundred

seven thousand dollars

eight million





205. The advanced writer may safely omit *any* word in a phrase that must and naturally will be supplied to complete the sense.

hand to hand

more or less

from day to day

time to time

It should be understood that words are joined, not because it is convenient to join them, but because they belong together in a phrase or clause. The following rules present the whole theory so far as they refer to the proper joining of words, and the learner should carefully note the same.

206 RULES FOR PHRASE WRITING.

I. The pronoun is usually joined to a following verb.

II. Words that modify, limit, or describe are usually joined to the words modified, defined; or limited.

III. Verbs are usually joined to one or more words following.

IV. The preposition is usually joined to one or more words following.

V. Conjunctions and adverbs are frequently joined to a following word.

207. In the application of the above rules to phrase writing, the learner must have regard to the following cautions:

(a) Do not join words which are not united in a phrase or clause.

(b) Do not use phrase signs that extend too far above or too far below the line.

(c) Do not form phrase signs that are difficult to join.

(d) Do not form a phrase sign of inconvenient length, even though it should come under the rules of joining words; it would be better to divide such into convenient parts.

208. There should be no straining after phrase forms, and those words only should be joined which naturally belong together according to the rules given above. Whether you phrase much or little will depend upon your mental characteristics and the amount of practice you give to phrase writing; for, in order to make it advantageous and profitable, there must be much actual writing. Reading and study of phrase forms is necessary, but the *writing* of the same is *absolutely* necessary.

Thousands of phrases can be formed by joining words in accordance with the directions given in this lesson, but to furnish a list of such would require a book containing more pages than there are in this manual. The practice of joining words as a daily exercise must not be neglected, but continued until "the common, every day phrase" can be written at a high rate of speed and without any mental effort to recall the proper sign. The learner must formulate hundreds of such phrases and write them many times. Proper and judicious phrase writing adds not only to speed but legibility, and he who neglects this important part of his shorthand course will find himself distanced in the race for proficiency by the one who does not neglect but wisely heeds the advice given.

208. In order to form a number of desirable phrase signs the following suggestions should be carefully noted:

(a) Small words like *of*, *to*, etc., and occasionally some of the pronouns, are omitted.

(b) For the sake of legibility, the *letter* and the pronoun *I* may be expressed by a small circle with a

line written partly or completely through the circle; it is practically the diphthong OU except as to the size of the circle.

(c) The phrase *may be*, in accordance with the principle of lengthening M at the end of a word to add P or B, may be expressed by writing that sign on the line; that is, M considerably lengthened.

(d) *So*, in a phrase, may be sometimes written to the left, instead of its regular sign to the right.

(e) *See* and *say*, when in a phrase, may be written to the left, but when so written the vowel must be joined.













































(f) In a phrase, *time* is occasionally written with the syllable *tem*.













































The list of phrases given below are termed Special or Irregular Phrases in order to distinguish them from phrases made up of words and word-signs joined together in their ordinary forms, a list of which will be given under "Simple Phrases."













































The nomenclature is not given in connection with the phrase signs. In learning or practicing the lists it is not necessary to proceed in the manner outlined for learning the word-signs, but as follows: Speak the words of the phrase at the time of writing; thus, of the, of a-an, he should, with me-my, with him, you wish, etc. Copy each sign five or more times, writing it with care at first, then faster until it can be written as quickly as the phrase would be spoken by a good reader.

COMMERCIAL AND IRREGULAR PHRASES.

	acknowledge receipt		at all
	and a-an		at first
	any one		at hand
	as good as		at once
	as soon as		at our
	as soon as possible		bill of exchange
	as well as		bill of lading

	bill of sale		facts of the case
	by all		few days ago
	by our		first instant
	call attention		first time
	call your attention		for it
	cannot say		for our
	cannot account		from it
	copy of my last letter		from the enclosed letter
	day's sight		from you
	dear madam		from the last report
	dear sir		goods not to hand
	deliver immediately		general manager
	discount for cash		had it
	do it		have it
	do you know		have (ing) been
	do you think		he should
	early attention		I acknowledge receipt
	early reply		I am directed
	inclosed letter		I am requested
	enclosed please find		I am obliged
	esteemed favor		I am in receipt of your
	esteemed order		I am in receipt of your favor

	I am in receipt of your letter		if you will oblige
	I am sorry		in consideration
	I believe		in order to
	I beg leave		in order that
	I beg to enclose		in reply
	I can assure you		in reply to your
	I did		in reply would say
	I do		in reply to your favor
	I enclose		in reply to your let- ter
	I had		in respect
	I have no doubt		in response
	I have to inform you		in reply we desire to say
	I have received		in the matter
	I shall be obliged		in your letter
	I shall be pleased		in your reply
	I shall expect		in your reply to my letter
	I will consider		in what
	if you are		just as
	if you can		just as well
	if you must		just received
	in exchange		last week
	if you will		last month

	lowest terms		on the other hand
	may as well		ordinary rates
	may be		our best thanks
	may be able		payment of account
	must be		per cent
	much obliged		please note
	my dear sir		postal card
	my last letter		price-list
	my letter		registered letter
	necessary attention		respectfully yours
	no one		so far as
	no other		some time
	now and then		some time ago
	of a-an		sooner or latter
	of all		statement of account
	of our		take pleasure
	of your account		to a-an
	of the		to all
	on board		to do so
	on either hand		to him
	on the contrary		to me
	on the one hand		to my

<i>o</i>	to our	<i>h g</i>	we respectfully re- quest
<i>γ</i>	to the	<i>h</i>	we trust
<i>z</i>	to your account	<i>g</i>	we wish
<i>u</i>	to your letter	<i>so</i>	we will be able to
<i>o</i>	that time	<i>z</i>	with him
<i>h</i>	the first	<i>✓</i>	with me-my
<i>o</i>	the first time	<i>u</i>	with our
<i>cio</i>	we are in receipt	<i>eg</i>	with regard
<i>cyg</i>	we are in receipt of your favor	<i>u</i>	you are
<i>cu</i>	we are in receipt of your letter	<i>g</i>	you can
<i>γ</i>	we beg	<i>g</i>	you have
<i>z</i>	we beg to call your attention	<i>st</i>	you must
<i>u</i>	we did	<i>f</i>	you shall
<i>e</i>	we do	<i>g</i>	you should
<i>u</i>	we had	<i>γ</i>	you wish
<i>h</i>	we have your letter	.....	your account
<i>el</i>	we have received	<i>z</i>	your attention
<i>γ</i>	we refer	<i>g</i>	your favor
<i>e</i>	we remain	<i>26</i>	your esteemed favor
<i>g</i>	we regret to say		

WRITING EXERCISE.

The truth of the entire matter was acknowledged afterward by the representative. They anticipate much pleasure. Another intelligible transcript will be made out at the earliest possible moment. We will not anticipate the general question. Whether your time calls you to live or die, do both like a prince. It is inconsistent for him to further transgress the laws, which are indispensable to the highest good of the people. I shall consider it an accommodation if he will accompany me on the journey. We have your favor of the 4th inst. and regret to say we cannot send your goods before the first of the week. Your account is now due and we hope you will arrange to pay it at once. We trust you will be able to come here on the first of the month as promised. We beg to call your attention to the enclosed bill which is now due. We have your letter of the 10th and in reply would say we cannot be at your place before the first of next month. We have received your check for \$18.00 and the same has been placed to your credit with thanks. I shall be pleased to see you at the time stated in your letter of the 7th. If you will place your order with us we will fill it promptly and allow you our lowest terms. Your esteemed favor just to hand. I shall be pleased to receive check to balance account which is now long past due. He will recommend the passage of the bill at the next session of congress. By all means send copy of my last letter.

Gentlemen: Having become firmly established in this city, and owing to the improvement in our business, which is rapidly developing itself, we feel desirous of opening an account with your house, and would be pleased to have you forward us your terms of settlement, together with a trade list of your publications, and some of your complete catalogues, upon receipt of which, and your condition being accepted,

our Mr. Smith will call upon you and furnish you with all the necessary information regarding our business and standing. Waiting for your reply, we are, gentlemen. Yours truly.

QUESTIONS FOR REVIEW—SIXTEENTH LESSON.

What is phrase writing? What is gained by phrase writing? What does the simplest phrase writing consist of? Where is the first word of a phrase written? In what direction is the tick for the written? Is the tick for the joined to the preceding or following word? In what two directions is the tick for a, and, and written? Is this tick joined to the preceding or following word? How may he and should be written when joined in a phrase? When we, with, were and you cannot be joined as a semi-circle how may these words be expressed? How is with him distinguished from with me? In what position is with our written? How may you sometimes be expressed? In what position are the pronouns I, we, and you written when joined to did, do and had? Repeating a semi-circle word-sign adds what? Enlarging the signs for which, were, what and would and writing tem in an oblique direction adds what word? Enlarging the word-sign for ye and your adds what words to these signs? What and would may be joined as final hook to what word-signs? When more convenient how may it be expressed? How may all be expressed? How may our be expressed? How is ing the expressed? How is ing a and an expressed? How may ing their and there be expressed? What phrase of two words is implied by writing words close together? How may to be implied? How are round numbers expressed? Give the general rules for phrase writing. What cautions are to be observed in phrase writing? If necessary, how may the pronoun I be expressed? How is the phrase may be expressed? How may so be expressed in a phrase when more convenient? What two words when written to the left must have the vowel joined? With what syllable is time sometime written.

SEVENTEENTH LESSON.

211. MISCELLANEOUS PRINCIPLES AND SUGGESTIONS.

In this lesson are grouped a number of principles and suggestions, unclassified, and the same should be carefully noted by the learner.

(a) It will be necessary occasionally to disjoin a syllable, especially where one straight line follows another without an intervening vowel, as in *chimney*

(CH-M:N-i;), *enmity* (e-N:M-it-i), and in every case where there are disjoinings in writing a word the parts disjoined must be written close together.

(b) When M and N follow L or R, a more convenient joining is effected by curving the latter more than usual, or by giving the former more than the ordinary slant, as in *born* (B-O-R-N). In many joinings M and N may safely be written but little above the horizontal position, and when joined to a down or horizontal stroke, whether in a word or phrase, may be written shorter than usual as in *in which* (N₁-CH₂), *unfavorable* (N₁-F₂ A-Bel).

(c) *Is, his, as, has, self* and *us* in a phrase, may be written with the right or left-hand S according to convenience.

(d) *Other*, in a phrase, may be expressed by Ther; thus, no other N-Ther.

(e) Some words, if the vowels are to be inserted, are better written in full than abbreviated, as in *stave*, S-T-A-V.







(f) Preference is given to the left oblique dash for the syllable *per, ber, pre* and *pro*, rather than the right oblique.

(g) When two vowels come together and it is considered necessary to express each, it may be done by disjoining one of the two. See illustration below.

(h) In a phrase, the hook on *order* may be made small instead of large. See illustration below.

(i) After P and B *shon* is better expressed by disjoining. See illustrations below.

(j) In some word forms S is better expressed by giving that letter a little "twist," as shown in the illustrative words below.

iota	payee	my order	option	lesson	mistake
					

(k) H is seldom expressed by the advanced writer.

(l) When a stroke or two can be saved the advanced writer frequently employs the primitive outline for the derivative, and the present for the past tense.

(m) In some outlines it will be more convenient to make a sharp angle between K and L, G and R, etc., instead of without the angle.

(n) With rare exceptions, *ous*, ending words, may be expressed by S.

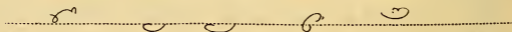
(o) When preceded by figures, *per cent.* may be expressed by a disjoined S written near to the figures preceding.

(p) *You* may be expressed by a final hook as illustrated below.

(q) Frequently *W* may be expressed by *OO* as when followed by *R*, *L* or *end*, as illustrated below.

(r) *S*, preceded by a hook vowel, may be expressed by a back stroke, as illustrated below.

send you war wall window laws



(s) The *ly* termination in adverbs of manner may, with rare exceptions, be omitted.

The phrases presented in the sixteenth lesson were called "irregular" because there was some variation in the outlines of many of the words from the regular form the word would take if standing alone.

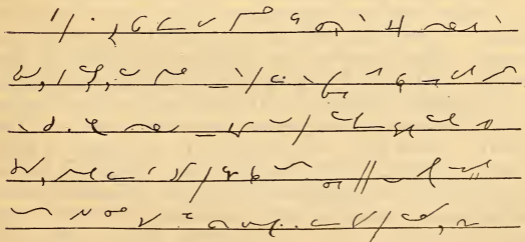
The following phrases are called simple phrases as they are formed principally of word-signs, or familiar words and word-signs joined according to the rules of phrase writing presented in the preceding lesson. They are only presented as an illustration and not as a complete list of such phrases, but rather to show the learner how hundreds of phrases can be formed by the simple application of the rules given, and the same should be followed in the formation of hundreds of additional phrases of his own. He should form the

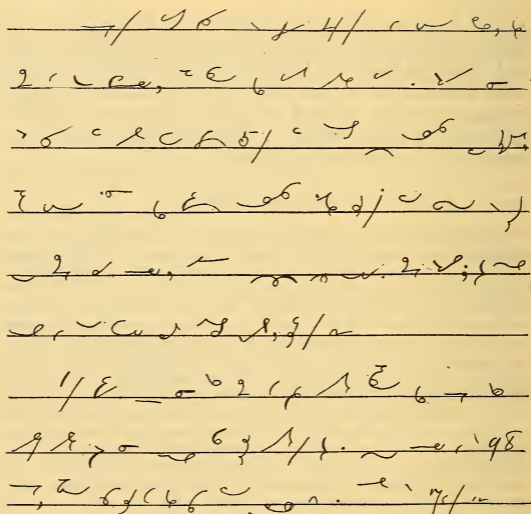
proper sign for the phrases below and write them over again and again, and then form hundreds of new ones and practice them in the same way; this should be a daily practice until thousands of irregular and special phrases can be written as quickly as they would be spoken by a good reader. The following list is not presented in alphabetical order.

212. A LIST OF SIMPLE PHRASES.

of the, in the, about the, about it, by the, all this, I will, from you, about yours, has been, by their, be there, I do, I am, we think, as many as, I think, after which, will be, all the. I do not think, be sure, there is, I was, be able, of his, I thank, I think, at their, and the, upon the, to the, to a, which you may, you will be, do you, what was, to me, we were, were we, with him, what we, would we, ye were, you were, I can, with you, were you, what you, would you, you must be, that is, that day, of that, you can, as well as, has not, is not, do you, what was, I said, at your place, we were not, be made, it is the, we had, at that time, been done, it will, at all, for all, do it, I am sure, at one time, up there, do their, until then, by your, by those, he was not, more than, sooner than, I may not, can it, I am sure, could not, by which, they have, it will have, by one, how many, by that time, before you, we may have, he has been, do their, call your, have you, if you can, in another, in his, in them, shall be, said there, that it is, shall never, such as, this date, what way, under your, this way, when you would be, they do, shall not, if you must, no doubt, have done, in answer, have you been, great measure, great many, we will be, from you, by those, by many, very well.

READING EXERCISE.





WRITING EXERCISE.

We cannot sanction such a foolish attempt. The passenger says the destruction of the temple was complete. I will call and see you about the end of the week. He is one of the greatest statesmen in the world. We intend to give it our attention at the earliest possible moment. He was very anxious to receive his exemption papers before the end of the month. The lady was anxious to purchase a very costly garment. The conductor gave direction to the messenger to call the passenger at four o'clock. Please let us know, sooner or later, to whom you refer. He said he would send to you for the money before the

end of this week. The farm contains eighty acres more or less. He will allow him seven per cent. He may go home on Monday.

Dear Sir: I acknowledge the delay in the payment of your account, but I assure you it is unavoidable and quite impossible for me to settle at present, by any means at my command, nor can I do so before the expiration of sixty days at least from date. As your letter is pressing, may I suggest a note from me for that time. If agreeable to you, please notify me, and when it becomes due it will be honored upon presentation. Hoping you will see your way clear to accept the note, I remain. Yours truly,

QUESTIONS FOR REVIEW—SEVENTEENTH LESSON.

When one straight line follows another in the same direction without an intervening vowel, what will it be necessary to do? When M and L follow L or R how are the joinings made more convenient? When more convenient, how may the S word-signs be written? How may other, in a phrase, be written? Why are some words better written in full than shorthand? Which direction for the dash syllables is preferable? When two vowels come together how are they expressed? How may the hook on order be written when in a phrase? After P and B how is shon better expressed? How is S sometimes better expressed than by its usual form? Is H often used by the advanced writer? What may the writer do in regard to the primitive and derivative words and the past and present tenses? Is it ever allowable to make a sharp angle between K and L and similar combinations? How may ous be expressed at the end of a word? When preceded by a figure, how may per cent. be expressed? How may you sometimes be expressed? When may W be expressed by OO? When S is preceded by a hook vowel how may it be expressed? When standing alone how may such be written? What is said about the adverbial termination ly?

SUGGESTIONS.

(a) "The mastery of any art as a whole must be built upon the *separate* mastery of each of its several parts." We do not know of another sentence that expresses so fully the idea we would impress upon you—the necessity of knowing thoroughly the principles of the system you are studying. Each and every part of the lesson must be known as well as you know your a, b, c's. If you are not able to tell the sum and substance of each lesson, answer every question, learn every word and phrase sign, if you cannot do all this you may safely conclude that you have not mastered the lesson, and that it is necessary for you to go back and study it again. In this respect there must be no trifling with the work in hand, for "the mastery of each of its several parts" is the foundation upon which success depends.

(b) Taking it for granted that you have mastered the principles as noted above, a few suggestions will be given as to method of practice, etc. In the old system of shorthand directions were given for the manner of holding the pen, but as Day's Standard Shorthand more nearly resembles longhand than pen drawing, no special directions are needed, however, if any directions are of any account in this respect it is to hold the pen so that the holder will point in a line with the forearm. Always use a pen; the beginner needs the best tools.

(c) The need of writing from ordinary dictation is evident, but no less essential is the practice of writing separate words, to the end that the mind may be able to form the outlines quickly of new and unfamiliar words which you may never have written in shorthand, and your attempt to write them for the first time may be when they fall upon the ear in actual dictation in office practice. An excellent plan is to write words from a dictionary, writing for a time from "A," then change to some other letter.

(d) During your practice you should devote a few minutes each day to writing your very best shorthand. This is not done for speed, but for the purpose of retaining a good style of shorthand penmanship, and nothing is so conducive to this as the copying of good specimens of shorthand prepared by some competent person. In this connection would say, the author has prepared ten lesson sheets that are calculated to supplement the text-book, and the same should be used by all teachers and learners. They are graded lessons on separate sheets, in shorthand, with key, notes of reference and full instructions for use.

(e) In writing from dictation let the reading be just fast enough to press you to keep up, but not so fast as to cause a nervous hesitating movement of the hand.

(f) Read everything that you write. Become familiar with your own shorthand so that you will be able to "read back" as fluently as if the matter had been written in longhand.

(g) After you have attained amanuensis' speed it is only a matter of practice to attain greater proficiency in the art, and if you are ambitious you will not be satisfied to rest on the first round of the ladder, but will climb higher. To become a law reporter you must practice in the court room, but before you go there it will be necessary to have had practice in writing from transcripts of testimony. If you wish to become a general reporter then practice in writing from printed sermons, lectures, essays, etc.

(h) Learn to keep long sentences in mind. You are supposed to write words as soon as you can after they fall upon your ear, but the ability to retain several words in mind is absolutely necessary. A good reporter will retain from twelve to twenty-five words, and some even more.

(i) Move the hand quickly from the end of the line back to the beginning. Use note books that open from you. Place the fingers of the left hand on the page above the line of writing for the purpose of holding the leaves firmly. Turn the pages of the note book quickly. Don't leave unnecessary space between words. Don't write too large; a small neat hand is better both for speed and legibility.

(j) If you have followed the directions for study given in the text book, you should now be possessed of such a thorough knowledge of the principles as to make the practice of shorthand writing easy, pleasurable and useful.

(k) The nervousness with which every stenographer seems to be afflicted when he first attempts to do practical work will disappear as soon as he feels that he is "getting it all down" and can read and transcribe it properly upon the typewriter when called upon to do so.

(l) The best that any school or teacher can do for you is to teach you how to write shorthand and properly transcribe your notes. The real work, the practical part of the art, the end for which you took up the study, is to do practical work in office dictation, or in law and general reporting, and whether success or failure will be your reward depends upon the faithfulness with which you have followed the directions given in the text-book and those kindly given you by your teacher.

EIGHTEENTH LESSON.

REPORTING WORD-SIGNS.

213. The following list of word-signs is not a very long list, but the words are of frequent occurrence, and like the preceding lists must be learned perfectly. The method of learning the signs has already been given, and the same should be followed in every particular, as it will quickly lead to the mastery of this important part of the work you have in hand.

214. The principles presented in the Manual must be thoroughly understood; this is evident to every student of shorthand, but no less important is the

writing, not only once, but many times, the exercises given for practice, and to impress this fact more firmly upon the mind read carefully the remarks below.















If you should do one hundred things once, you would not attain any great skill in doing any one of the hundred things; but on the other hand, if you should do one thing a hundred times, you would attain great skill in doing that one thing. This shows the difference between learners who practice their exercises sufficiently and those who do not. If you expect to succeed, you must have patience to do many times the same thing, and under this head we quote from Prof. Bates Torrey, who says: "The student of piano playing is given a lesson once a week, perhaps, and it is expected that several hours a day shall be devoted to the practice of that single task. Such a plan faithfully carried out results in the mental discipline which leads to quick reading of music and that training of the fingers which conquers the difficulties of keyboard manipulation.

"The same practice should obtain in shorthand study. Set a copy and work upon it with diligence. Impose a stint and practice on that one thing until head and hand operate so harmoniously that the writing is done quickly and well.











"True progress in shorthand writing does not consist in hurrying over a vast amount of matter: but more lasting benefit will result from dwelling a long time upon one task. Every piece of writing should be read. This is an indispensable requisite of proper procedure. Writing trains the hand: reading, the mind: both must be educated in this study."

215. LIST OF REPORTING WORD-SIGNS.






A

	able to, A ² -Bel		and so forth, (etc.) and-S ² -F
	acquaint-ed-ance, a- K ³ -eNt		anticipate-ed-tion, a-eNt ³ -S
	acquire, a-K ³ -I		any one, e-N ² -one
	advance, a-D-V ³		apologize, Pel-J ² -Z
	affirm, a-F ² -M		apology, Pel-J ² -i
	amanuensis, a-Men 3-Ses		application, a-Pel- K ³
	among, M ² -NG		appreciate-ed-ation, per ³ -i-SH






D

	ascertain-ed, a-S ² - Ten		depart-ed-ment, D ³ - P-AHt
	attain, a ⁴ -Ten (vow- el close against lower side of line)		determine-ed, D ² - ter-Men
	attainable, a ⁴ -Ten:- Bel		develop-ed, Def ² -L
	August, AW-G ¹ -S		disadvantage, D-S- J ²
			discharge-ed, D-S- CH ³
			downward, D ³ -N- Ard










B

	bank, B-Ank ²
	bearer, B ² -R-R
	beside, B-S ¹ -I
	better, B ² -e-ter
	between, B ² -Ten









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





































			endorse-ed, N ² -der S
			especial, e-S ² -P
			excellent, ex-L ⁴ -eNt
			exercise, ex-R ² -S-I- S
			express, ex-per ² -S





C

	calculate-ed-tion, Kel ³ -K
	certificate, S ² -e-R- tef
	circumstance, cir- cum (joined) S- ten-S
	clerk, Kel ² -R
	conclude, con:Kel ² - OOd
	consume, con:S ² - OO-M
	continue-ed-ance, con:Ten ² -OO
	correspond-ed-ence- ent, K ¹ -AW-R-S
	credit-ed, K ² -R-ed

F












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	frequent, F ² -R-K- eNt
	financial, F ² -N-a-N
	forget-ot, F ² -G-T
	forgotten, F ² -G-Ten
	for instance, F ² -N-S
	friend, F ² -R-e-N
	furnish, F ² -R-SH

G			
	gratitude, Ger ³ -a-T		influence-tial, N ² -Fel-oo
	grocery, Ger ² -S-R-i		inform-ed-ation, N ¹ -F-R
	guarantee, Ger ³ -a-eNt-E		integrity, eNt ² -e-G
H			
	hardware, Ard-W ³ -a-R		institute-ed, N ² -Steh-i-ted
	hand a ⁴ -eNd		institution, N ² -Steh-i-T-shon
	hereafter, R ¹ -a-F ³		investigate-ed-tion, N ² -V-S
	hereby, R ¹ -B-I		inclose-ed, N ² -K
	heretofore, R ¹ -to-F		instruction, N ² -Ster-shon
		J	
			journal, Jer ² -N-L
	hopeful, O ² -P-F		judgment, J ² -J-Ment
	hope to have, O ² -P-V		July, J ³ -OO-L-I
	household, OU-S ² -O-Eld		junior, J ³ -R
	hundred, u ² -eNd		justice, J ² -Steh-S
I			
	inclosure, N ² -K-SHer		justify, J ² Steh-F-I
	instruct-ed-tion, N ² -Ster-K		just as, J ² -Ses
	inconvenient-ence, incon:V ² -N	L	
	indebted-ness, N ² -det		lawyer, L ¹ -AW-R
	indeed, N ¹ -ded		legal, L ¹ -E-Gel
	infer-ed, N ² -F		legislature, L-J ² -S-L-A-Cher
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












	liberty, L-i-ber ¹ -T-i		notwithstanding, not-TH-Steh
	local, L-O-Kel ²		November, N ² -O-V

M












O









































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	manifest, Man ³ -F-e-S		occurs-ence, o-K ¹ -R-S
	manufacture-r-ory, Man ³ -U-F		o'clock, O-Kel ² -K
	manuscript, Man ³ -U-S-K-P		October, o-K ² -T
	March, M ³ -AH-CH		opposition, o ¹ -P-O
	market, M ³ -AH-K-T		






































P

	material, M ³ -a-terl		
	mature-ity, M ³ a-T-OO		perfect, per ² -F
	meantime, Men ² -Tem		possession, P ¹ -o-Ses
	meanwhile, Men ² -I-L		practice-ical, per ² -a-K
	morning, M ¹ -AW-R		practicable-ility, per ² -a-K-B
	mortgage, M ² -R-G		present-ed-ation, per ² -S-eNt
	mistake, M ¹ -i-S-T		presume, per ² -S-M

N

	natural-ly, N ³ -a-CHer		probable-ility, per ² -Bel
	neglect, N ² -Gel		proper, per ¹ -o
	negotiate, N ² -G-i-SH		property, proper-T-i
	negotiable, N ² -G-i-SH-B		propriety, pro-per-I
	nevertheless, N ² -V-L-S		proportion-ed, pro-P-O
			profit-ed, per ² -o-F

Q			
	quality, Kw ^I -L		sometime, S ² -M-Tem
	qualify, Kw ¹ -L-F		special-ty, S ² -P
	qualification, Kw ¹ -L-F		speculate, S ² -P-K-U
	quantity, Kw ¹ -eNt		spirit, S ² -per-it
	quarter, Kw ^I -AW-ter		statement, Steh ² -A-Ment
R			
	rapid, R ³ -P-ad		success-ful, S ² -K-Ses
	recollect-ed-tion, R ¹ -e-Kel		sufficient, S ² -F-i-SH
	remark-ed, R ² e-M-AH		superior, super:u-R
	remarkable, R ² -e-AH-Bel		suppose, S ² -P-S
	representative, R ² -P:tive		surprise, S ² -per-I-S
	repute-ed-utation, R ² -P-U		system, Ses ² -Tem
	request, R-K ² -S	T	
	responsible-ity, R-e-S ¹ -P-o		tariff, ter ³ -a-F
	resume, R ² -S-OO-M		telegram, Tel-G ²
S			telephone, Tel-F ² -O
	satisfy-ed-y-tion-tory, sa ³ -T-S		tenant, Ten ² -eNt
	separate, S-per ² -At		territory, ter ² -e-T-R-i
	September, S ² -e-P		text-book, T-ex ² -B-K
	single-ular, S ¹ -i-NG		thereby, there-B-I
	somebody, S ² -eMb-o		therefrom, there-F-R
			therein, there-i-N
			thereof, there:of

	thereon, there-o-N		undertake, under-T-A-K
	thereupon, there-P-o-N		unexpected, N ² -ex-P-K
	therewith, there-with		unnecessary, u-N ² -Ses
	Thursday, Ther ² -S		United States, U-S
	to-morrow, Tem ² -R-O		unknown, u-N ² -O-N
	total, T ² -O-Tel		unpardonable, N ² -P-AH-Den
	towards, T ² -Ard-S		unsettled, N ² -S-e-Tel
	transcript, trans:k-i-P		unusual, N ³ -OO-SH
	treasury, ter ² -i-SHer-i		upward. u-P ² -Ard
	treasurer, ter ² -i-SHer-i-R		
	trouble, ter ² -Bel		W
	trust, ter ² -Steh		warehouse, W ² -a-R-OU-S
	Tuesday, T ² -U-S		Wednesday, W ² -e-N-S
	typewriter, T-P-R-I-ter ¹		whereby, where-B-I
	U		wherein, where-N
	ultimo, ul-Tem ² -O		whereof, where:of
	unaccountable, N ² -K-T-Bel		whereon, where:on
	unavoidable, N ² -V-D-Bel		witness, W ² -et-N-S
	unaccomplished, N ² -a-K:Pei-i-SH		withdraw-n, with-der-AW
	unaware, N ² -a-W-a		write, R ¹ -It

READING EXERCISE.

— / 2260^h n — e. — / — 9
 h 6 2 0 2, 1 h — 7 h 6 e — 7
 c / — 8 — (2 / 2 8 2 0 2 2 2
 — 9 a 6 — 2, 1 2 6 —, — ' 2 6 /.
 — 2 2 2 — 8 2 9, 2 2 / — 1 /
 — e. h, h — 2 2 2 2 h — 2
 c / — 2 2 2 2 2, 2 2 2 2 / —
 — / 2 — 2 6 —, — 2, 2
 2 2, 6 — 480 —, 2 2 2 2 2 /
 2 2 2 2 — 2 2 — 2 6. 2 2,
 2, 2 2, 2 2. 2 2 /

WRITING EXERCISE.

It would be much better if they would come some other day. We were with you early in the winter. What would you have us do with the money? You may come as soon as you can get ready. The goods I ordered last Wednesday have not yet come to hand.

I was very much pleased with the contents of your letter. Men spoke long before they wrote, because speech was easy. You were kind and considerate of the messenger who came with you. Until their case is disposed of, nothing can be done for him. By their own statement they would have succeeded had he been there as promised. They will be down there on or before Saturday of next week. It was at their own suggestion we were there on the first day of the month. Until they are of the same opinion concerning the matter to which I refer, it will be to their interest to remain at home.

Your favor, with price list, received. I am unable, at present, to go to New York for the selection of my stock, and believe it unnecessary, as I am willing to leave the selection to yourselves. I enclose order, to which you will please give your earliest attention and forward with as little delay as possible, as per shipping directions attached. Send only choice goods, and draw at pleasure, deducting the usual discounts. I beg to refer you to Messrs. Moses & King.

VOCABULARY.

All the principles of abbreviation for the writing of single words have now been presented, and no others are necessary or needed, however, the extent to which further abbreviation is possible by the omission of vowels and consonants, is limited only by the learner's ability to read words with the outlines shortened by such omissions. The extent to which this principle may be carried can be determined only by experience and practice, but in no case must it be carried to the extent of illegibility.

Following the Manual, and considered a part of it, are ten lessons in shorthand, with key, together with

full directions for use, explanatory notes, and "pointers" as to what you are to do after you have completed the lessons.

Practicing the lessons as directed, and reviewing the Manual, should now claim your attention.

While the vocabulary is presented for reference and not as a list of signs to be memorized, still, it would be well to learn them, as a large per cent. of the words are such as will occur in ordinary dictation. The nomenclature has been omitted for the purpose of giving the learner an opportunity of "spelling," the word from the sign; and this he should do to the end that he may be able to quickly outline words, as the "outlining"—forming a picture in the mind, is something that must be done before the word can be written.

The list could be extended almost indefinitely, but it would not pay to add to it materially, except in special lines of work. By this we mean that when you know in what field of work you are to be engaged, then arrange a list of outlines for the words in that particular line. It would be a waste of time to memorize words peculiar to the hardware business if you are to be employed by a druggist.





















You can purchase for a few cents an alphabetical memorandum book, and we suggest that you do so. Under the proper letter write in longhand words and phrases you may have occasion to use, inserting after the same your shorthand sign for such word or phrase. In this way you will soon have an enlarged vocabulary which will be of great value to you.









The first thing for you to do is to be able to write in shorthand any word in the English language. When you can do this, there will be ample time to become proficient in some particular line of work. To this end you should let no opportunity pass to write outlines or proper signs for words. Trace them with pen or pencil in your note book, or with inverted pencil or penholder on an imaginary line, or even with your fingers on your knee, or in the air, any way, if the outline is only traced, to the end that the hand "may be kept in tune with the mind," as someone has expressed it.

Be ambitious to succeed and endeavor to become a good stenographer. Don't get discouraged: what thousands of others have done, you can do. Read good books. Learn the meaning of words. Read the daily papers and as many shorthand journals as you can. Keep posted in all that is going on around you in the line of work in which you are engaged. Aim to stand at the head of your profession.









VOCABULARY—WITHOUT NOMENCLATURE.

A




	able to have
	absolute
	absurd-ity
	accuracy
	accurate
	accustom
	acquisition
	administer
	admit
	adopt
	advance-ment
	affect
	effect
	affection-ate
	affidavit
	aggregate-ed-ation
	annual
	anybody
	any other one
	apprehend-ed




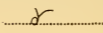

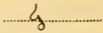

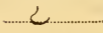

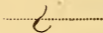



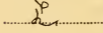



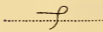

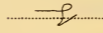

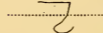

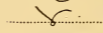



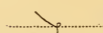

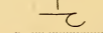

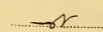





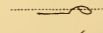

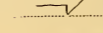



	apprehension
	approve-al
	architect-ure
	as it ought
	as it were
	assign-ment
	as there
	attorney

B

	bank-rupt-cy
	bankable
	benefit
	beneficial
	benevolent
	beheld
	behold
	but it


C


	can there
	cancel
	catalogue


	casual		countryman
	chairman		county
	chargeable		co-operate
	citizen		court
	characterize		cover-ed
	child		cultivation
	children		curious
	Christian-ity	D	
	client		
	collateral		dark
	comfort		darken-ed
	commercial		declare-ed
	comprehend-ed		defendant
	comprehensive-sion		defense-sive
	conform-ed		deficient-cy
	conformable		deform-ed-ity
	consequence		delinquent
	consequent		denominate-ed
	constituent		denomination
	constitute-ed		depart
	constitution-al		determine
	could there		develop
			directory

 disappoint-ed


 discover


 distinct-tion


 distinguish-ed


 distribute-tion


E

 eminent


 England

 English

 enormous

 entertain-ed


 epidemic


 exact-ed


 exaction


 exaggerate-ed


 economy


 example

 exasperate

 exorbitant


 expedient

 experience-ed


 explicit-ness

 explore-ed

 extempore


 extreme


F

 faculty


 failure

 family


 fault-y

 favorite


 footstep

 formal-ality

 formation

 former

G


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
 glory


 grand-eur








































 gratitude

I













 identical

 ignorant-ance





 immortal-ity

	inasmuch		
	inequality		memorandum
	improper		memoranda
	indifference		merchant
	individual		merchandise
	indiscriminate		misfortune
	innocence		N
	inspire		New Jersey
	institution		New York
	institute		nobody
	instruction		no less
	instructor		none, no one
	intelligent		numerous
	intelligible-y		O
	intemperance		obedient
	intend		obvious
	J		observe
	joint stock		obstruct
	judicial		occupy
	judicious		onward
	jurisdiction		opposition
			extraordinary




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













	pardon
	pecuniary-ily
	perform-ed-ance
	perpendicular
	perpetual-ate
	plaintiff
	popular
	possession
	possessor
	previous
	privilege
	punctual



R

	rectify
	reform-ed
	requisite
	respond-ed-ent






S


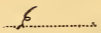
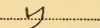


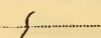

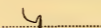


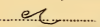

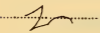

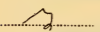

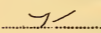
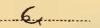

	said to have
	scientific
	scriptural

	serious
	set forth
	signature
	significant
	signify-ied
	social
	southeast
	southwestern
	southwest
	southeastern
	southern
	stranger
	subsequent
	substantial

	superintend-ent
	supply

T

	temperate-ance
	testify
	testimony
	testimonial
	thanksgiving

	tolerable		vice versa
	tranquil		vicinity
	transform		Virginia
	trial		W
	U		water
	unavailable		with me
	uniform		with my
	unquestionable-y		with him
	unsecured		workman
	V		workmen
	various		wonder

As this is distinctively a work on Shorthand, we have omitted everything that does not bear directly upon the subject, either in learning the principles or the application of the same in writing. The principles, if thoroughly understood and put into sufficient practice, will enable the writer to report the exact words of the fastest speaker. We have not burdened the book with instructions for the use of capital letters, spelling, punctuation, paragraphing, etc., as these are subjects which the learner is supposed to have some knowledge before he takes up the study of shorthand; still, if he has not, he should give his attention to some one of the many text-books treating of these subjects. The transcription of shorthand notes are, with rare exceptions, done on the typewriter, and the ability to do this at the rate of thirty-five or forty words a minute, is one of the necessary qualifications of the amanuensis.

CONCLUSION.

In order to "get up speed" in shorthand, there is needed practice, *practice*, PRACTICE; remember, it is better to write one article twenty times than to write twenty articles once. Shorthand is of no practical use until it can be written at a fair rate of speed; and no less essential is the ability to read whatever is written in shorthand characters as readily as if the matter had been written in longhand. When the learner can write from ninety to one hundred and ten words a minute, new matter, correctly read and properly transcribe his notes, he can announce himself as a first-class amanuensis.

A parting word to the learner is this: Don't get discouraged; don't get the impression that you can master a profession as valuable as shorthand in a few days; it requires patience and perseverance; and so does every art in the practice of which men earn their daily bread; and shorthand is no exception to this general rule. Whatever department of shorthand you intend to enter, whether as an amanuensis, law, sermon, or general reporter, resolve that you will be an honor to your profession by reason of the proficiency you attain.

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